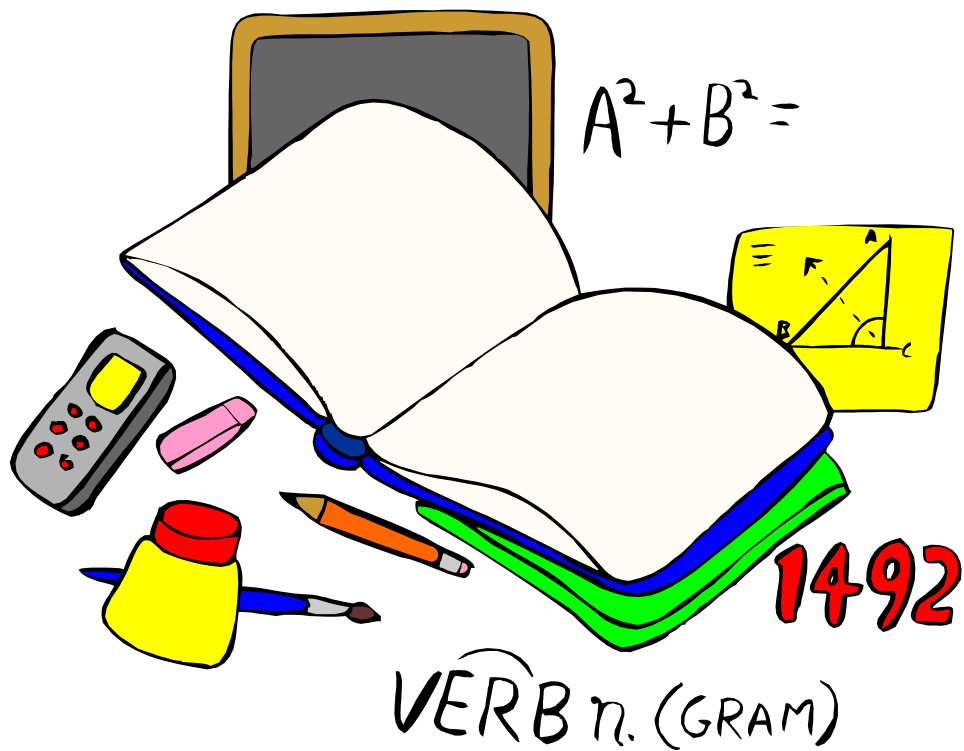


A BLUEPRINT FOR LEARNING:

A Teacher's Guide to the Tennessee Curriculum



A Guide on the Side

The *Guide on the Side* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are these:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

Efforts to provide this document for instructional purposes allowed only time for the reformatting of Language Arts and Mathematics (Grades K-8). The administration plans to provide a curriculum guide for the other subject areas in the near future.

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Language Arts

LANGUAGE ARTS ***Kindergarten***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

Oral Language/Decoding

- I** * Expand oral language through vocabulary instruction and experiences.
- I** * Speak clearly, properly, and politely.
- I** * Begin to use rules for conversation (e.g., raise hands, take turns and focus attention on speaker).
- I** * Give simple, two-step oral directions.
- I** * Participate in group discussion.
- I** * Participate in creative responses to text (e.g., response, discussion and dramatization).
- I** * Ask and respond to questions from teacher and other group members.
- I** * Recite familiar stories.
- I** * Dramatize, retell, and dictate what has been learned.
- I** * Listen attentively to speaker for specific information.
- I** * Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- I** * Follow simple, two step oral directions.
- I** * "Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.
- I** * Understand that a phoneme is one distinct sound.
- I** * Distinguish letters from words.
- I** * Use sound stretching of one syllable words to identify each phoneme (cat, /c/, /a/, /t/).
- I** * Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to mom).
- I** * Segment one-syllable words into individual sounds and blend the sounds into whole words.
- I** * Recognize and produce rhyming words.
- I** * Recognize words that have same beginning and ending sounds.
- I** * Understand words are made up of one or more syllables (e.g., students clap syllables in words).
- I** * Understand that as letters of words change, so do the sounds (alphabetic principle).
- I** * Read simple text containing familiar letter-sound correspondences and high frequency words.
- I** * Participate in shared reading.
- I** * Begin to use word families and word walls.
- I** * Read some words by sight (e.g., the, has, an, can, run and color and number words).
- I** * Relate background knowledge to make meaning from text.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- I * Recognize a purpose for listening.
- I * Relate background knowledge to make meaning from text.
- I * Make predictions about a story.
- I * Recognize a purpose for listening.
- I * Identify front cover and back cover of a book.
- I * Recognize the family and community as resources for information.
- I * Recite familiar poems (e.g., nursery rhymes, jump rope rhymes, etc.)
- I * Use letter-sound matches to decode simple words.
- I * Participate in shared reading.
- I * Recall two to three events in order.
- I * Ask questions about the text.
- I * Use complete and coherent simple sentences when speaking.
- I * Use logical words and appropriate word order to complete sentences or to respond to questions.
- I * Visit libraries and regularly check out materials.
- I * Participate in teacher-led experience stories.
- I * Participate in the creation of experience stories.
- I * Use repetitive text to re-enact or retell stories.
- I * Retell stories using illustrations.
- I * Use correct grammatical constructions in own speech (e.g., “I will” rather than “Me will”).
- I * Use correct verb and verb tense in sentences when speaking (present and past).
- I * Use complete and coherent simple sentences when speaking.
- I * Use logical words and appropriate word order to complete sentences or to respond to questions.
- I * Dictate stories (e.g., to tape recorder, to adult, to older student).
- I * Dictate a new ending to a story.
- I * Listen and respond to a variety of media (e.g., books, audio tapes, videos).
- I * Recognize the difference between formal and informal languages.
- I * Recognize and name all upper and lowercase letters of the alphabet.
- I * Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.
- I * Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).
- I * Recognize sources of information (e.g., books, graphs and computers).
- I * Recognize that printed materials provide information.
- I * Participate in discussions.
- I * Share storybooks, poems and environmental print.

KEY

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All the skills (“I” ... “D” ... “A” ... “M”) are addressed in classroom assessment

Comprehension

- I * Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).
- I * Understand that print has meaning.
- I * Read and explain own writings and drawings.
- I * Understand that the way a word is pronounced can affect its meaning.
- I * Read as "an emergent reader" a favorite story with meaning and phrasing.
- I * Use illustrations to preview a story or poem.
- I * Participate in the creation of graphic organizers (e.g., KWL, charts).
- I * Create mental pictures of the story (e.g., characters, setting).
- I * Use pictures to discuss the main idea.
- I * Build vocabulary by listening to literature and participating in discussions.
- I * Build vocabulary by experiencing a wide range of types of stories.
- I * Use a picture dictionary to determine word meaning.
- I * Connect life experiences to a story or poem.
- I * Predict what will happen next as the story is shared.
- I * Retell the story in own words.
- I * Draw conclusions based on the evidence in the story.
- I * Use common illustrations to gain meaning from text.
- I * Read for a variety of purposes (e.g., to gain information, for enjoyment, to expand vocabulary).
- I * Explore a variety of types of books and literary materials (e.g., picture books, alphabet and number books, poetry, storybooks, rhyming books, fairy tales, and song lyrics).
- I * View various media types (e.g., posters, pictures, photographs, films, videos).
- I * Put in time order the events in a story (e.g., using books, videos, films).
- I * Identify favorite stories.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- I * Brainstorm ideas with teacher and peers.
- I * Draw pictures to generate ideas.
- I * Construct graphic organizers (e.g., webs, charts, diagrams) in a small or large group to organize information.
- I * Use a variety of sources to gather information.
- I * Pause voluntarily in the midst of writing to interpret what has been written (tracking).
- I * Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- I * Make use of technology to publish writing.
- I * Share orally completed work.
- I * Discuss and react to writing.
- I * Add descriptive words and details.
- I * Incorporate illustrations and/or photographs.
- I * Express thoughts, feelings and experiences through illustrations, dictation or writing.
- I * Review personal collection to determine progress.
- I * Self correct works in progress (e.g., pictures, shared writing).
- I * Participate in the creation of experience stories.

Product

- I * Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, numbers).
- I * Represent spoken language with illustrations and temporary and/or conventional spelling.
- I * Write to entertain and inform (e.g., experience stories, pictures, shared writing).
- I * Participate in shared writing about social studies, science, the arts and various classroom activities.
- I * Participate in shared writing about math (e.g., math journals).
- I * Write, when given time, place and materials.
- I * Compose a variety of written works (e.g., published books, classroom books, experience stories).
- I * Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).
- I * Create a drawing, picture, sign or other graphic symbols to respond to literature.
- I * Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).
- I * Write friendly notes using temporary/conventional spelling or with teacher assistance.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- I * Form legible upper and lower case letters.
- I * Write from left to right and top to bottom.
- I * Use appropriate capitalization when writing names.
- I * Recognize ending punctuation marks for statements and questions.
- I * Recognize capitalization at the beginning of sentences.
- I * Trace and reproduce letters and words correctly.
- I * Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- I * Spell own first and last name.
- I * Write consonant-vowel-consonant words with teacher assistance.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

LANGUAGE ARTS

First Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

Oral Language/Decoding

- D** * Expand oral language through vocabulary instruction and experiences.
- D** * Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker).
- D** * Understand, follow and give oral directions.
- D** * Participate in group discussions.
- D** * Participate in creative responses to text (e.g., choral reading, discussion and drama).
- D** * Respond to questions from teacher and other group members.
- I** * Begin to narrate a personal story.
- D** * Dramatize or retell what has been learned, heard or experienced.
- D** * Use familiar texts for recitations (e.g., stories and poems).
- D** * Listen attentively to speaker for specific information.
- D** * Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- D** * Listen and respond to a variety of media (e.g., books, audio tapes, videos).
- D** * Recognize the difference between formal and informal languages.
- D** * Understand and follow simple, three step oral directions.
- D** * Understand that printed materials provide information.
- D** * Demonstrate directionality by reading left to right and top to bottom.
- I** * Track print when being read to aloud.
- D** * Read and explain own writings and drawings.
- I** * Identify parts of a book (e.g., title page, table of contents).
- I** * Recognize that groups of words make sentences.
- D** * Recognize words that begin with the same sounds.
- D** * Recognize words that end with the same sounds.
- D** * Identify rhyming words.
- D** * Blend sounds together to form one-syllable words.
- D** * Segment one-syllable words into sounds.
- I** * Change targeted sounds to modify or change words.
- D** * Show awareness of syllables by clapping, counting or moving objects.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
- D** * Decode phonetically regular, one-syllable words.
- D** * Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- I** * Apply long and short vowel rules when decoding.
- I** * Begin to decode unknown words automatically.
- I** * Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- I** * Reflect punctuation of written text while reading orally.
- I** * Participate in guided, oral readings.
- D** * Demonstrate the automatic recognition of high frequency words.
- I** * Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.
- D** * Recite familiar texts to develop fluency, expression, accuracy and confidence.
- D** * Participate in shared reading.
- D** * Manipulate word families, word walls, and word sorts.
- I** * Match oral words to written words.
- D** * Recognize rhyme in Mother Goose and other rhyming books.
- D** * Retell a story in correct sequence (e.g., using books, videos, films).
- I** * Retell stories in their own words using sequencing words (e.g., first, next, last).
- D** * Share storybooks, poems, newspapers, and environmental print.
- I** * Identify favorite stories, informational text, authors, and illustrators.
- D** * Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs).
- D** * Recognize sources of information (e.g., books, maps, graphs, charts).
- D** * Visit libraries/media centers and regularly check out materials.

Comprehension

- D** * Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- D** * Build vocabulary through frequent read-alouds.
- I** * Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis.
- D** * Develop a purpose for listening/reading.
- D** * Participate in activities to build background knowledge to derive meaning from text.
- D** * Make predictions about text.
- D** * Use illustrations to preview text.
- D** * Ask questions about the text.
- D** * Recognize errors in reading as they occur and self-correct.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Participate in discussions about text and relate to personal experiences.
- D** * Create graphic organizers (e.g., charts, lists).
- D** * Predict and adjust outcomes during read-alouds.
- D** * Recall three to four step sequence of events.
- D** * Draw conclusions based on what has been read.
- D** * Recognize main idea in pictures, picture books and texts.
- I** * Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web).
- D** * Visit libraries to use and view appropriate material.
- I** * Begin to develop content specific vocabulary.
- I** * Use text features to locate information (e.g., maps, charts, illustrations and table of contents).
- I** * Read to perform a task.
- I** * Read to build fluency.
- D** * Read and view various types of literature (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos).
- I** * Explore non-fiction.
- I** * Identify characters, events, and settings in print and non-print text.
- I** * Recognize main character(s) in print and non-print text.
- I** * Determine whether a selection is real or fantasy.
- D** * Explore a wide variety of literature through read-alouds, tapes, and independent reading.
- I** * Identify favorite stories, informational text, authors, and illustrators.
- I** * Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- D** * Brainstorm ideas with teacher and peers.
- D** * Draw pictures to generate ideas.
- D** * Construct graphic organizers (e.g., webs, charts, diagrams) as a small or large group to organize information.
- D** * Use a variety of sources to gather information.
- I** * Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.
- I** * Write in complete, coherent sentences.
- D** * Use descriptive words when writing.
- I** * Arrange events in logical/sequential order when writing or dictating.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Participate in teacher-led experience stories.
- I** * Reread draft and delete extraneous information.
- I** * Vary sentence types.
- I** * Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.
- I** * Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to support the writing process.
- I** * Identify words or phrases that could be added to clarify meaning, after writing or dictating a story.
- D** * Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).
- D** * Discuss and react to writing.
- I** * Create readable documents with legible handwriting.
- D** * Review personal collection to determine progress.
- D** * Use technology to publish writing.
- D** * Share completed work.
- D** * Write to entertain and inform (e.g., stories, poems simple directions, journals, friendly letters).
- D** * Write group stories with a beginning, middle and ending.
- D** * Use technology to publish writing.

Product

- I** * Prepare a variety of written work (e.g., published books, classroom books, experience stories).
- D** * Share completed work.
- I** * Create individual and classroom books.
- I** * Incorporate illustrations and photographs.
- D** * Write simple stories.
- D** * Write short accounts of personal experiences.
- I** * Summarize concepts presented in science (e.g., illustration, dictating sentences or composing simple sentences).
- D** * Write stories using concepts presented in social studies.
- D** * Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words and sentences).
- I** * Write in math journals, create math stories, and write explanations for problem solving.
- D** * Participate in shared writings about the arts and class activities.
- D** * Write, when given time, place, and materials.
- D** * Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).
- D** * Dictate stories (e.g., to tape recorder, to adult, to older student).
- I** * Write different endings to a story.
- I** * Summarize a story using simple sentences and illustrations.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- I** * Create class books based on literature selections.
- D** * Create and/or use an illustration, sign, or rebus symbols to respond to literature.
- D** * Write friendly notes, messages and in journals.
- I** * Write stories, rhymes and poems.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- I** * Use nouns appropriately (e.g., singular and plural, possessive).
- D** * Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).
- D** * Use pronouns appropriately (e.g., subject and object agreement).
- I** * Use adjectives appropriately (e.g., vivid description words).
- I** * Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.
- D** * Use correct punctuation at the end of simple declarative sentences and questions.
- I** * Identify and use contractions.
- D** * Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.
- I** * Spell high frequency words correctly.
- D** * Spell words correctly as appropriate to grade level.
- I** * Spell three- and four-letter short vowel words and phonetically spell sight words correctly.
- I** * Alphabetize words to the first letter.
- I** * Begin to develop dictionary skills through the use of a picture dictionary.
- D** * Use complete and coherent sentences when speaking.
- I** * Identify complete sentences.
- I** * Write a simple sentence.
- I** * Identify and correct incomplete sentences.
- I** * Combine two simple sentences into a compound sentence using the word "and."
- I** * Identify statements and questions by noting ending punctuation when writing and intonation when speaking.
- I** * Add endings to base words (e.g., -s, -ed, -es, -ing).
- I** * Identify simple abbreviations.
- I** * Understand punctuation (e.g., period, question mark).
- I** * Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.
- D** * Use temporary spelling to spell independently as necessary.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

LANGUAGE ARTS

Second Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

Oral Language/Decoding

- D** * Expand oral language through vocabulary growth.
- D** * Continue to implement rules for conversation.
- D** * Understand, follow, and give oral directions.
- D** * Participate in group discussion.
- D** * Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
- D** * Respond to questions from teachers and other group members.
- D** * Narrate a personal story.
- I** * Summarize lesson content.
- D** * Listen attentively to speaker for specific information.
- D** * Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).
- D** * Listens and responds to a variety of media (e.g., books, audio tapes, videos).
- D** * Recognize the difference between formal and informal languages.
- D** * Follow oral directions.
- D** * Add, delete, and change targeted sounds to modify or change words.
- D** * Identify and produce rhyming words.
- D** * Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
- D** * Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- D** * Use known words to decode unknown words.
- I** * Apply knowledge of basic syllabication rules.
- D** * Read orally to develop fluency, expression, accuracy, and confidence.
- D** * Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- D** * Demonstrate the automatic recognition of high frequency words.
- D** * Read a variety of texts with fluency, expression, accuracy and confidence.
- D** * Participate in shared reading.
- D** * Match oral words to print words.
- D** * Identify a purpose for reading.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Participate in discussions about text.
- D** * Read and explain own writings.
- D** * Relate selection to personal experience.
- I** * Relate literary experiences to others (e.g., book reports, sharing favorite stories).
- D** * Participate in guided, oral readings.
- D** * Manipulate word families, word wall and word sorts.
- D** * Share storybooks, poems, environmental print, and own writing.
- D** * Explore a wide variety of literature through read-alouds, tapes, and independent reading.

Comprehension

- D** * Listens and responds to a variety of media (e.g., books, audio tapes, videos).
- D** * Recognize that groups of sentences make a paragraph and paragraphs make a story.
- D** * Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and glossary).
- D** * Understand punctuation (e.g., period, question mark, exclamation mark).
- D** * Reflect punctuation within written text while reading orally.
- D** * Participate in guided, oral readings.
- D** * Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- D** * Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).
- I** * Identify simple multiple-meaning words based on the appropriate meaning for the context.
- D** * Build vocabulary through frequent read-alouds.
- D** * Participate in activities to build background knowledge to make meaning from text.
- D** * Make predictions about text.
- D** * Use illustrations to preview text.
- D** * Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).
- D** * Connect life experience to information and events in texts.
- D** * Employ self-correction strategies (e.g., rereading, asking for help).
- D** * Predict and adjust outcomes during reading.
- D** * Draw conclusions based on evidence gained while reading.
- D** * Restate story events in order to clarify and organize ideas.
- D** * Recall the sequence of events in a story.
- D** * Recognize cause and effect.
- D** * Recognize the main idea in picture books and texts.
- D** * Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
- D** * Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
- D** * Use graphic organizers to aid in understanding material from informational texts.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Visit libraries and check out appropriate materials.
- D** * Develop content specific vocabulary.
- D** * Use text features to locate information (e.g., charts, maps and illustrations).
- D** * Read for various purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary and to build fluency).
- D** * Read and view various types of literacy (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos).
- I** * Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- I** * Explore folktales and fables.
- I** * Identify characters, plot, and setting in print and non-print text.
- I** * Recognize how the main character and other characters interact with each other.
- I** * Identify types of stories (e.g., folktales, fables, fairy tales).
- D** * Determine whether the events in the reading selection are real or fantasy.
- I** * Compare and contrast different stories.
- D** * Determine the problem in a story and discover its solution.
- D** * Visit libraries/media centers and regularly check out materials.
- D** * Identify favorite stories, informational text, authors and illustrators.
- D** * Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- D** * Brainstorm ideas with teachers and peers.
- I** * Write key thoughts and questions, record reactions and observations.
- D** * Construct graphic organizers to establish understanding.
- I** * Select a focus for writing.
- D** * Use a variety of sources to gather information.
- D** * Compose first drafts using appropriate parts of the writing process.
- D** * Write in complete coherent sentences.
- D** * Uses temporary spelling to spell independently as necessary.
- D** * Arrange events in logical and sequential order.
- D** * Reread draft.
- I** * Sharpen the selected focus for writing.
- I** * Revise to clarify and refine writing (e.g., rearrange words, sentences, paragraphs) and provide more descriptive detail.
- I** * Evaluate own and others' writing through small group discussion and shared work.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- I** * Incorporate suggestions from peers and teachers.
- I** * Edit for complete sentences.
- D** * Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.
- I** * Identify words or phrases that could be added to clarify meaning of written stories.
- D** * Use a simple rubric to evaluate own writing and group work.
- D** * Use technology to publish writing.
- D** * Create readable documents with legible handwriting.
- D** * Share completed work.
- I** * Describe setting, characters, and events in detail.
- D** * Incorporate photographs or illustrations in written works.

Product

- D** * Review personal collection to determine progress.
- I** * Prepare a variety of written work (e.g., published books, stories and book reports).
- I** * Write a narrative having a beginning, middle and ending.
- I** * Write accounts of personal experiences.
- D** * Write group stories with a beginning, middle, and end.
- D** * Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs).
- D** * Write stories about concepts presented in social studies.
- D** * Write in math journals, create math stories, and write explanations for problem solving.
- D** * Participate in shared writings about the arts and personal activities.
- D** * Write stories and poems.
- D** * Write, when given time, place, and materials.
- I** * Write to express opinions and judgments.
- D** * Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, student-made books).
- D** * Dictate or write stories (e.g., tape recorder, adult, older student).
- D** * Write a different ending to a story.
- I** * Write about a favorite character or favorite part of a story.
- I** * Compose a note or questions for a favorite author.
- D** * Summarize a story.
- D** * Write for a variety of purposes (e.g., friendly notes, invitations, messages, poems and journals).
- I** * Write stories with a logical sequence.
- I** * Write descriptive sentences.
- I** * Write a report.
- D** * Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Write to entertain and inform (e.g., stories, poems, riddles friendly letters, two or three step directions, journals).

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- D** * Use nouns appropriately (e.g., singular and plural, common and proper, possessives).
- D** * Use verbs appropriately (e.g., past and present tense, agreement, action and linking, irregular).
- D** * Use pronouns appropriately (e.g., pronoun case, subject and object agreement).
- D** * Use adjectives appropriately (e.g., descriptive, comparative, superlative).
- D** * Capitalize the first word of a sentence, names, pronoun "I," and proper nouns.
- D** * Use correct punctuation at the end of declarative sentences, exclamatory sentences and questions.
- I** * Use commas correctly in a series of one- word items (e.g., apples, oranges, and pears).
- D** * Form contractions using apostrophes.
- D** * Write legibly in manuscript.
- D** * Spell high-frequency words correctly.
- D** * Spell words correctly as appropriate to grade level.
- D** * Spell basic short-vowel, long-vowel words and consonant blend patterns.
- I** * Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).
- I** * Use a dictionary to spell words correctly and to verify spelling.
- D** * Arrange words in alphabetical order to the second letter.
- D** * Recognize common abbreviations and contractions.
- D** * Add endings to base words to make new words (e.g., -ed, -ing, and -es).
- I** * Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).
- D** * Distinguish between complete and incomplete sentences.
- D** * Identify and use statements, questions, and exclamatory sentences in writing and speaking.
- D** * Combine simple sentences into compound sentences.
- I** * Apply elements of language (e.g., end marks, capitalization, and commas in a series).
- D** * Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

LANGUAGE ARTS

Third Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Oral Language / Decoding

- D** * Show evidence of expanding oral language through vocabulary growth.
- D** * Build vocabulary by listening to literature and participating in discussion.
- D** * Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).
- D** * Understand, follow, and give oral directions.
- D** * Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- D** * Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- D** * Summarize orally what has been learned or accomplished after completing an activity or assignment.
- I** * Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation.
- D** * Listen attentively to speaker for specific information.
- D** * Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- D** * Listen and respond to a variety of media (e.g., books, audio tapes, videos).
- D** * Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).
- D** * Recognize the difference between formal and informal languages.
- D** * Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- A** * Identify individual sounds, using consonant blends, within words.
- D** * Add, delete, and change targeted sounds to modify or change words.
- A** * Identify and produce rhyming words and original poems.
- D** * Use knowledge of letter-sound correspondence knowledge and structural analysis to decode.
- A** * Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).
- A** * Recognize root words and their various inflections (walks, walking, walked).
- D** * Read with increasing fluency (using appropriate timing, intonation, and expression) and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading with tapes).
- D** * Participate in guided oral reading.
- D** * Demonstrate the automatic recognition of high frequency words.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Participate in activities to build background knowledge to make meaning from text.
- D** * Express reactions and personal opinions in response to a selection.
- D** * Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs, reports) and social studies (e.g., illustrations, sentences, paragraphs, reports).
- D** * Summarize a story.

Comprehension

- D** * Determine word meaning using root words, prefixes, and suffixes.
- D** * Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
- A** * Recognize grade appropriate vocabulary within context.
- A** * Use antonyms and synonyms to facilitate understanding of words.
- A** * Use context clues to determine meaning of multi-meaning words.
- D** * Manipulate word walls and word sorts.
- D** * Build vocabulary by reading a wide range of text types inside and outside the classroom.
- D** * Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).
- A** * Formulate clarifying questions.
- D** * Draw conclusions based on evidence gained while reading skimming and reading.
- D** * Predict outcomes based upon prior knowledge and adjust as knowledge is gained while reading.
- D** * Use metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed).
- D** * Create a mental image.
- D** * Sequence story events and/or text information.
- A** * Recognize cause and effect relationships in text.
- I** * Discuss similarities and differences in text events, characters, and character actions.
- A** * Distinguish between fact and opinion.
- A** * Identify the stated main idea of a reading selection.
- D** * Recognize the stated main idea/ implied of the text.
- I** * Discuss author's purpose for writing.
- A** * Determine appropriate inferences in text.
- D** * Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).
- D** * Use self-correction strategies while reading (e.g., pausing, rereading, asking for help).
- D** * Read for literary experience and enjoyment, to gain information, perform a task, expand vocabulary, and build fluency.
- D** * Read and view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) types.
- D** * Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs).

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A * Define and identify setting, characters, and plot.
- I * Differentiate between main and minor characters.
- D * Determine the problem in a story, discover its solution, and consider alternate solutions.
- A * Determine the problem in a story and discover its solution.
- D * Identify types of stories (e.g., folktales, fables, fairy tales).
- A * Identify basic plot features of fairy tales, folk tales, fables, and myths.
- D * Compare and contrast different versions/representations of similar stories, legends, lessons or events reflecting different cultures.
- I * Explore the concept of first person point of view.
- D * Develop and maintain content specific vocabulary.
- A * Choose the most specific word to complete a simple sentence.
- D * Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- I * Recognize and use parts of text (e.g., title, table of contents, glossary and index).
- D * Recognize and use common text features (e.g., headings, key words, graphics).
- A * Identify different forms of text (e.g., poems, plays and stories).
- D * Make predictions using text features (e.g., illustrations and graphics).
- D * Preview text using illustrations, graphics, text format, text structures meanings of parts of words.
- A * Recognize how illustrations support the text.
- A * Select information using available text features (e.g., maps, charts, and graphics).
- D * Use outside resources to access information (e.g., family and community).
- D * Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet).
- D * Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).
- A * Recognize the parts of a book (e.g., table of contents, glossary).
- D * Visit libraries/media centers and regularly check out materials.
- D * Read longer narrative and expository text independently including chapter books.
- D * Select literature based on personal needs and interests from a variety of types and by different authors.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- D * Brainstorm ideas with teacher and peers.
- A * Identify the purpose for writing: to acquire and exhibit knowledge (e.g., paragraphs, reports and answer questions), to entertain (e.g., stories, poems, riddles, cartoons), to write to inform (e.g., friendly letters, reports, invitations, journals, notes, lists), write in response to a prompt (e.g., to respond to a picture, story, art).

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A * Construct a simple graphic organizer to group ideas for writing (e.g., webs, charts, graphs, diagrams, illustrations).
- A * Identify the audience for which a text is written.
- A * Select the best title for a text.
- D * Use a variety of sources to gather information.
- D * Write in complete sentences using descriptive language.
- D * Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- A * Choose a topic sentence for a paragraph.
- A * Choose a supporting sentence that best fits the content and flow of ideas in a paragraph.
- A * Identify unnecessary information in a paragraph.
- A * Rearrange sentences to form a sequential, coherent paragraph.
- D * Compose first drafts using appropriate parts of the writing process.
- A * Rearrange a story sequentially with a logical beginning, middle, and ending.
- D * Incorporate photographs or illustrations.
- I * Use correct page format (e.g., paragraphs, margins, indentations and titles).
- D * Use a rubric to evaluate own and others' writing.
- D * Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions and vary sentence structures).
- D * Evaluate own and others' writing through small group discussion and shared work.
- I * Identify opportunities for publication (e.g., national and/or local contests, websites, newspapers, periodicals).
- A * Identify the most reliable source of information for preparing a report.
- D * Record and evaluate suggestions and reactions with peers.
- D * Recognize positive features and give feedback to peers.
- D * Review personal collection to determine progress.
- D * Use technology to publish writing.
- D * Write legibly in manuscript and in cursive.

Product

- I * Gather and record information on a topic.
- D * Write key thoughts and questions, record reactions, observations, and group related ideas.
- D * Write stories that have a beginning, middle, and end.
- D * Produce a variety of written works (e.g., literature response, reports, "published" books, book reports) in various formats.
- D * Create individual and classroom books, stories and poems.
- I * Write in response to a narrative prompt.
- I * Write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists).

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Write in math journals, create math stories, and write explanations for problem solving.
- D** * Participate in shared writings about the arts and personal activities.
- I** * Write brief descriptions of a real object, person, place, or event using sensory details.
- D** * Write to express opinions and judgments.
- I** * Write for personal enjoyment using individual expression and creative imagination.
- D** * Write a different ending to a story.
- D/I** * Write to describe story elements (e.g., setting, characters, plot, problem, solution/conclusion).
- I** * Compare characters, settings, and events within and between stories.
- I** * Write a descriptive paragraph, a narrative paragraph, a how-to paragraph, and a compare-contrast paragraph.
- D** * Write a variety of poems, a friendly letter, and in a journal.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- D** * Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject and verb agreement in a simple sentence); and sentence structure (e.g., elimination of fragments) when writing and editing.
- A** * Identify the correct use of nouns (i.e., as subjects, singular and plurals), verbs (present, past and future), adjectives (i.e., comparative and superlative) within content.
- D/I** * Use verbs appropriately (e.g., past, present and future tenses, irregular verbs, agreement with simple and compound subjects).
- D/I** * Use pronouns appropriately (e.g., subject and object, pronouns, substitution for nouns, agreement with antecedents).
- D/I** * Use adjectives appropriately (e.g., vivid descriptive words, comparative/ superlative, and articles).
- I** * Use adverbs appropriately (e.g., common formation and placement in a sentence).
- I** * Recognize usage errors (e.g., double negatives, troublesome words [to, two; their, there, they're]).
- A** * Recognize and use compound words, contractions, and abbreviations.
- A** * Use capitalization when writing names and dates.
- D** * Use capitalization when writing cities and states, addresses, holidays, and titles of books.
- A** * Capitalize the first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, and the first word in a direct quotation.
- A** * Use commas in dates, addresses, items in a series, and the greeting and closing of a friendly letter.
- A** * Use correct punctuation (e.g., end punctuation, periods in initials, abbreviations and titles before names; colon between hour and minutes, parts of a friendly letter).
- D** * Recognize and use contractions and possessives using apostrophes.
- D/I** * Write legibly in manuscript and in cursive.
- D** * Spell high-frequency words correctly.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Spell correctly commonly misspelled words as appropriate to grade level.
- D/I** * Spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix).
- I** * Form and spell contractions, plurals and possessives correctly.
- A** * Identify the correct formation of contractions and plurals in context.
- D** * Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, card catalog, phone directory).
- A** * Rearrange and identify words in alphabetical order (e.g., lists, telephone directory).
- D** * Use a dictionary and other resources to verify spelling.
- D** * Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases).
- A** * Identify usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two, there, their, they're).
- D/I** * Identify and use statements, questions, commands and exclamatory sentences in writing and speaking.
- A** * Identify declarative, interrogative, and exclamatory sentences.
- A** * Identify the simple subject and predicate of a sentence.
- D** * Recognize complete sentences; edit incomplete sentences and run-on sentences.
- D** * Combine simple sentences into compound sentences to increase syntactic variety.
- D** * Combine sentences using compound subjects and/or predicates.
- A** * Select the compound sentence that correctly combines two simple sentences.
- D** * Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.
- D** * Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- A** * Identify correctly (or incorrectly) spelled words in context.
- D** * Use resources (e.g., dictionaries, thesaurus, computer) to aid in the writing process).
- D/I** * Create readable documents with legible handwriting.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

LANGUAGE ARTS

Fourth Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Oral Language / Decoding

- D** * Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- D** * Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
- D** * Understand, follow, and give oral multi-step directions which may include illustrations.
- D** * Formulate and respond to questions from teachers and other group members.
- D** * Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- I** * Retell a story from a different point of view.
- D** * Discuss similarities and differences in events and characters using evidence cited in two or three text(s).
- D** * Summarize orally what has been learned or accomplished after completing an activity or assignment.
- D** * Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).
- D** * Express thoughts and feelings using colorful, fully elaborated descriptions.
- D** * Present and/or perform original or published literary work with a group and/or individually.
- I/D** * Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- D** * Express reactions and personal opinions to a selection.
- I** * Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- I** * Participate in recitations of assigned/self-selected passages.
- D** * Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, read-alouds).
- A** * Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).
- D** * Understand rhyming patterns in printed materials.
- D** * Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, beat).
- D** * Expand understanding and use of root words, prefixes, and suffixes to decode words.
- D** * Understand, recognize, and use spelling patterns, syllabication and word families to decode words.
- D** * Decode unknown grade level words by utilizing learned strategies.
- D** * Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, echo reading).

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Read with fluency using appropriate pronunciation, expression, and rate, and confidence from a variety of texts (e.g., poetry, drama, current events, novels).
- D** * Participate in guided oral reading.
- D** * Adjust speed based on the purpose for reading and reading level.
- D** * Read independently daily.

Comprehension

- D** * Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index).
- A** * Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies).
- A** * Recognize plot features of fairy tales, folk tales, fables, and myths.
- D** * Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- D** * Build vocabulary by reading from a wide variety of text and literary genres.
- A** * Use prefixes, suffixes, and root words to determine meaning within context.
- A** * Choose a logical word to complete an analogy using synonyms and antonyms.
- A** * Determine the meaning of unfamiliar words and multiple meaning words using context clues, dictionaries, glossaries, and other resources.
- A** * Use appropriate synonyms, antonyms, and homonyms within context.
- D** * Foster word consciousness (e.g., word play, word walls and word sorts).
- D** * Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
- D** * Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- A** * Make predictions about the text using text features (e.g., title, author, illustrations, and text format).
- I** * Relate text to personal and historical experiences, current events, as well as previously read print and non-print media.
- A** * Recognize and use grade appropriate vocabulary within text.
- A** * Formulate clarifying questions.
- D** * Predict outcomes based upon prior knowledge and adjusting appropriately.
- D** * Use self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
- D** * Create mental images.
- D** * Make inferences, verify or modify the pre-reading purpose, draw conclusions based on evidence gained, and select main idea and supporting details from text.
- A** * Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).
- D** * State reasonable generalizations in reference to two pieces of text on a similar topic.
- I** * Locate information to support opinions, predictions, and conclusions.
- A** * Identify cause and effect relationships within context.
- A** * Distinguish between fact/opinion and reality/fantasy.
- I** * Identify and interpret figurative language (e.g., idioms, similes, metaphors, personification).
- D** * Recognize the theme of a single passage.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Read for literary experience, to gain information, to perform a task, and to expand vocabulary.
- D** * Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g., photographs, the arts, films, video) genres.
- D** * Use and discern appropriate reference sources in various format (e.g., interviews with family and community; encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).
- A** * Identify the most reliable sources of information for preparing a report.
- A** * Determine inferences and draw conclusions from texts.
- D** * Compare and contrast literary works.
- D** * Use current technology as a research and communication tool for personal interest, research, and clarification.
- D** * Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).
- D** * Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- A** * Interpret information using a chart, map, or timeline.
- I** * Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, magazines) on daily life.
- A** * Identify the audience for which a text is written.
- D** * Gather and record information on a research topic using two different sources.
- A** * Locate information to support opinions, predictions, and conclusions.
- A** * Select sources from which to gather information on a given topic.
- D** * Develop and maintain vocabulary specific to content and to current events.
- A** * Use table of contents, title page, and glossary to locate information.
- A** * Locate information using available text features (e.g., maps, charts, graphics, appendices, and tables of contents).
- A** * Use heading, graphics, and captions to make meaning from text.
- D** * Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- D** * Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
- D** * Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies).
- D** * Determine the problem of a story, discover its solution, and consider alternate solutions.
- A** * Determine the problem of a story and discover its solution.
- I** * Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.
- A** * Identify character, setting, and plot in a passage.
- D** * Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
- I** * Make inferences about print and non-print text.
- I** * Compare and contrast events and characters using evidence cited from print and non-print text(s).

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Compare and contrast different versions/representations of the same story/events that reflect different cultures.
- I** * Distinguish between first and third person points of view.
- I** * Explore the concept of theme.
- D** * Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).
- D** * Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).
- I** * Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.
- D** * Experience and develop an awareness of literature that reflects a diverse society.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- D** * Generate and focus ideas through brainstorming and peer discussions.
- D** * Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).
- D** * Use print and non-print materials along with prior knowledge to provide background for writing.
- A** * Complete a graphic organizer (e.g., listing, clustering, story maps, and webs) to group ideas for writing.
- I** * Select and refine a topic.
- A** * Choose a topic sentence for a paragraph.
- A** * Select details that support a topic sentence.
- A** * Choose the supporting sentence that best develops a topic sentence.
- D** * Develop topic sentence with supporting details and concluding sentence to form a paragraph.
- A** * Select the best title for a text.
- A** * Rearrange sentences to form a sequential, coherent paragraph.
- A** * Rearrange events in sequential or chronological order in a writing selection.
- A** * Identify sentences irrelevant to a paragraph's theme or flow.
- A** * Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- D** * Determine appropriate audience.
- D** * Begin to establish a purpose/focus for writing and select a format based on the purpose.
- D** * Investigate content specific topics to gather information and write.
- D** * Use experiences from the arts to write creatively and expressively.
- A** * Select an appropriate concluding sentence for a well developed paragraph.
- D** * Introduce writing in the expository mode (e.g., explanatory paragraph, "how to" paragraph).
- D** * Participate in peer review and editing.
- D** * Review personal collection to determine progress and evaluate work.
- D** * Acknowledge and discuss diversity of individual writing styles.

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- D** * Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals, school displays).
- D** * Use classroom and state rubrics as guides for writing.
- D** * Incorporate vivid language.
- A** * Identify similes and metaphors.
- D** * View, read, or listen to examples of various writing styles.
- D** * Arrange multi-paragraph work in a logical and coherent order.
- A** * Supply a missing piece of information in a simple outline.
- I** * Write and think freely while drafting.
- I** * Write with a sense of audience.
- A** * Select appropriate time-order or transitional words to enhance the flow of the writing format.
- D** * Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- D** * Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.
- D** * Proofread using reference materials.
- D** * Use a computer or other technological tools as editing tools.
- D** * Develop and use classroom rubrics for written work.
- I** * Introduce and use the state assessment rubric.
- D** * Incorporate photos, illustrations, charts, tables, or graphs.
- D** * Use technology for publishing individual and group work.
- I** * Begin to develop a voice.

Product

- D** * Write in response to a standard prompt and/or select a prompt from two choices.
- D** * Produce a variety of written works (e.g., literature response, reports, "published" books, group or paired writing).
- I** * Practice response to assigned prompts in timed situations.
- D** * Write with developed characters, setting, and plot.
- D** * Write with well-developed organizational structure, sequence of events, and details.
- D** * Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor).
- D** * Compose and respond to original questions and/or problems from all content areas.
- D** * Use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.
- D** * Use writing to explain procedures used to solve problems encountered in content areas (e.g., science lab experiments, math problems).
- D** * Write a letter to/as a character in a written work.
- D** * Create an optional ending for a story.
- D** * Write poems, stories, journal entries and essays based upon personal reflections, observations, and experiences.

KEY

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- D** * Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, stories).
- D** * Write a narrative including sensory details, a descriptive paragraph that includes vivid language, and an expository/"how to" paragraph with multiple steps.
- D** * Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication) and to inform a particular audience about a specific issue.
- D** * Write a paper to compare/contrast two people, places, things or ideas.
- I** * Write a research report using a single source and notes taken using the source.
- D** * Write friendly and business letters.
- I** * Write an autobiographical account.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- A** * Identify correct use of nouns (e.g., singular and plural, common and proper, singular and plural possessives), verbs (i.e., agreement, tenses, action and linking) and adjectives.
- A** * Identify the correct usage of pronouns (i.e., subject, object, and agreement) and adverbs (i.e., comparison forms and negatives) within context.
- A** * Use pronouns appropriately (e.g., subject, object, and possessive; singular and plural; agreement with antecedents).
- D** * Use verbs appropriately (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects).
- D** * Use adjectives appropriately (e.g., proper comparison forms, articles).
- A** * Recognize usage errors occurring within context (e.g., double negatives, troublesome word groups, [i.e., to, too, two, there, their, they're, its, it's]).
- A** * Identify correctly used capital letters with names, dates, addresses, and the beginning of sentences within context.
- D** * Use correct capitalization (e.g., titles, abbreviations, quotations, and parts of a friendly letter).
- D** * Use correct punctuation at the end of sentences.
- A** * Identify the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences) within context.
- A** * Choose the correct usage of quotation marks and commas in direct quotations.
- A** * Choose the correct formation of plurals, contractions, and possessives within context.
- D** * Abbreviate words correctly.
- D** * Spell high frequency words correctly.
- A** * Identify grade level compound words, contractions, and common abbreviations within context.
- D** * Spell correctly words commonly used in content specific vocabulary.
- D** * Spell plurals and possessives correctly.
- D** * Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.

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- D** * Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).
- A** * Identify correctly or incorrectly spelled words in context.
- D** * Identify and correctly spell homonyms within the context of sentences or phrases.
- D** * Proofread and edit for accuracy of spelling using appropriate strategies.
- D** * Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of more detailed words and phrases).
- A** * Identify sentences with correct subject-verb agreement (person and number).
- A** * Select the best way to correct incomplete sentences within context.
- D** * Recognize and edit incomplete sentences and run-on sentences.
- D** * Combine simple sentences into compound sentences.
- D** * Combine sentences using compound subjects and/or predicates.
- A** * Select the best way to combine sentences to provide syntactic variety within context.
- A** * Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

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LANGUAGE ARTS

Fifth Grade

READING

The student will develop reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

Oral Language/Decoding

- M** * Listen attentively to the speaker.
- M** * Use established rules for conversation.
- M** * Follow, and give oral multi-step directions.
- M** * Ask and respond to questions from teachers and other group members.
- M** * Respond creatively to text (e.g., choral reading, discussion, dramatization and oral presentations).
- M** * Summarize orally what has been learned.
- M** * Deliver an oral presentation that uses visual aids and comes from several sources.
- D** * Use different voice levels and speech patterns for informal discussions and formal reports.
- M** * Use a variety of non-verbal communication (e.g., gestures, facial expression, posture) to enhance meaning.
- D** * Present an original, published literary work.
- D** * Participate in recitations of assigned/self-selected passages.
- A** * Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhymes and repetition).
- D** * Listen to a variety of readings and music in order to develop sound awareness.
- D** * Understand rhyming patterns.
- D** * Use knowledge of letter-sound correspondence and meanings of parts of words (e.g., affixes, roots, compound words and syllabication) to decode words.
- A** * Use root words, prefixes, suffixes, and syllabication as aids in determining meaning within context.
- D** * Understand, recognize, and use spelling patterns and word families to decode words.
- D** * Decode unknown grade level words using learning strategies and context.
- D** * Read with fluency from a variety of texts.
- M** * Participate in guided oral reading.
- M** * Adjust speed based on the purpose for reading and reading level.

Comprehension

- A** * Recognize and use grade appropriate vocabulary within context.
- D** * Build vocabulary by reading from a wide variety of selections and literary types.

KEY

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- A * Determine word meanings within context.
- A * Select appropriate synonyms, antonyms, and homonyms within context.
- M * Foster word consciousness (e.g., word play, word walls and word sorts).
- A * Determine the correct meaning/usage of multiple meaning words within context.
- A * Select a logical word to complete an analogy using synonyms, antonyms, categories and subcategories.
- D * Explore the impact of vocabulary in evaluating ideas, information, and experiences.
- I * Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).
- D * Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, outlining).
- D * Create mental images while reading.
- D * Set a purpose for reading (e.g., to understand, to enjoy, to locate information).
- D * Explore significant words to be encountered in selected/assigned text.
- M * Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).
- D * Make predictions about text using text features (e.g., title, author, illustrations, and text format).
- D * Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.
- A * Formulate questions used to focus and clarify thinking before, during and after reading the text.
- D * Use parts of texts (e.g., title, title page, table of contents, chapter titles, glossary, appendix, and index).
- D * Express reactions and personal opinions about a selection or relate the selection to a personal experience.
- D * Verify or modify the pre-reading purpose as appropriate.
- A * Use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).
- D * Draw conclusions based on evidence gained.
- A * Identify sequence of events in fiction and nonfiction text.
- A * Select stated or implied main idea and supporting details within context.
- A * Identify the author's purpose(s) (i.e., to inform or entertain).
- A * Recognize when a story is told from the first person point of view.
- A * Identify compound words, contractions, and common abbreviations within context.
- D * Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.
- A * Point out the differences among various literary types (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).
- D * Select, prioritize, and organize information to meet a specific purpose.
- A * Identify information to support opinions, predictions and conclusions.
- D * Choose to read as a leisure activity.
- D * Read independently on a daily basis.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * State reasonable generalizations in reference to two or more pieces of text on a similar topic.
- A** * Identify stated or implied cause and effect relationships within context.
- A** * Distinguish between fact/opinion and reality/fiction.
- A** * Identify similes, metaphors, and personification and hyperbole in context.
- D** * Identify and use appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card catalogs, almanacs, newspapers, and periodicals).
- D** * Use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.
- D** * Use current technology as a research and communication tool for personal interest, research, and clarification.
- D** * Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites).
- D** * Use the dictionary, glossary, thesaurus, and other word-referenced materials.
- D** * Skim materials to develop a general overview of content or to locate specific information.
- D** * Retrieve, organize, and represent information (e.g., charts, maps, graphs, timelines, and outlines.)
- D** * Develop and use notes that include important concepts, summaries, and identification of reference sources.
- D** * Develop an awareness of the effects of media (e.g., television, print materials, radio, internet newspapers, periodicals) on daily life.
- I** * Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials, radio, internet, newspapers, periodicals) on daily life.
- D** * Gather and record information on a research topic using three or more sources.
- D** * Develop and maintain vocabulary specific to content and to current events.
- A** * Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of contents).
- D** * Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, and news reports).
- A** * Identify setting, characters, and plot in a passage.
- D** * Reflect upon comprehension strategies utilized to make meaning from text.
- A** * Recognize reasonable predictions of future events within a given context.
- I** * Determine whether the theme is stated or implied within a passage.
- D** * Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- M** * Read for a variety of purposes (e.g., information gathering, enjoyment and fluency).
- D** * Predict and determine the sequence of events in a story including possible problems and solutions.
- I** * Identify the conflict of the plot.
- I** * Interpret a character's feelings and identify his motives.
- I** * Trace changes in the main character and describe how this affects the plot.
- A** * Determine inferences from selected passages.

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- I** * Identify how cultural, ethnic, and historical eras are represented in print and non-print texts.
- D** * Compare and contrast events and characters using evidence cited from print and non-print text(s).
- D** * Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
- A** * Select the appropriate summary statement for a given passage.
- D** * Retell a story from a different point of view.
- D** * Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- D** * Maintain a personal reading list or reading log/journal.
- D** * Experience and develop an awareness of literature that reflects a diverse society.
- A** * Identify placement of events using a graphic organizer.
- A** * Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
- D** * Visit print rich environments (e.g., libraries and book fairs).
- D** * Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, recommendation of others).
- D** * Read daily from self-selected materials, keeping a reading log/journal.
- D** * Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- D** * Experience and awareness of literature that reflects a diverse society.

WRITING

The student will develop the structural and creative skills necessary to produce written language that can be read, presented to and interpreted by various audiences.

Process

- D** * Generate and focus ideas through brainstorming and peer discussions.
- D** * Use print and non-print materials along with prior knowledge to provide background for writing.
- A** * Arrange ideas by using graphic organizers (e.g., listing, clustering, story and webs).
- D** * Develop notes that include important concepts.
- A** * Construct an outline with main ideas and supporting details.
- A** * Supply a missing piece of information in an outline.
- A** * Select, limit and refine a writing topic.
- A** * Identify the audience for which a text is written.
- A** * Identify the purpose for writing (i.e., to entertain, to inform and to report).
- A** * Compose narratives (e.g., to entertain, to inform, to report).
- A** * Identify the most reliable sources of information for preparing a report or project.
- A** * Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- A** * Select an appropriate concluding sentence for a well developed paragraph.

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- A * Identify the sentence irrelevant to a paragraph's theme.
- D * Select format based on purpose.
- A * Incorporate figurative language, vivid descriptions, active voice verbs, sensory details, and personal observations to display facility in the use of language.
- A * Write with a sense of audience.
- A * Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- A * Maintain focus of topic with specific relevant supporting details.
- A * Explain and/or illustrate key ideas.
- A * Select the best title for a written selection.
- A * Vary sentence order when writing.
- A * Arrange paragraphs in a narrative in a sequential or chronological order.
- A * Write using appropriate time order words or transitional words/phrases.
- D * Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- A * Revise to clarify thought, to refine ideas and to distinguish between important and unimportant information.
- A * Use appropriate transitional words when writing.
- D * Produce multiple drafts.
- A * Edit writing for elements of language.
- D * Proofread using reference materials and technology.
- D * Create readable documents.
- D * Develop and use classroom rubrics for written work.
- A * Use the state assessment rubric to make appropriate suggestions for improvement.
- D * Participate in peer review and editing.
- D * Review personal collection to determine progress.
- D * Acknowledge and discuss diversity of individual writing styles.
- D * Incorporate photos, illustrations, charts, tables, or graphs.
- A * Select the best way to combine sentences to vary sentence structure.
- D * Use technology for publishing individual and group work.
- D * Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals).
- D * Write with developed characters, setting, and plot.
- A * Write with well-developed organizational structure, sequence of events, and details in response to narrative prompts.
- A * Arrange paragraphs in a narrative writing selection in sequential or chronological order.
- A * Write an effective concluding paragraph for a well developed essay.

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- A * Demonstrate facility in use of language (i.e., unique word choice).
- D * Develop an identifiable voice.
- A * Use classroom/state rubric as a guide for writing narrative accounts.
- A * Select details that support a topic sentence.
- A * Choose vivid and active words when writing.
- D * Compose and respond to original questions and/or problems from all content areas.
- D * Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, map and globe activities).
- D * Investigate content specific topics to gather information and write.
- D * Use experiences from the arts to write creatively and expressively.
- A * Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.
- A * Write well-developed, organized, and coherent essays in response to narrative prompts.

Product

- D * Write poems and stories based upon personal reflections, observations, and experience and experiences.
- D * Write a letter to/as a character in a written work.
- D * Create an optional ending for a story.
- D * Retell a story from a different point of view.
- D * Compare and contrast literary works.
- D * Write a reader's response to a literary work.
- D * Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, stories).
- D * Write descriptive papers which include vivid words and figurative language.
- D * Write expository paragraphs that include multiple steps or examples to support explanation.
- D * Write an essay to compare/contrast two or more people, places, things or ideas.
- D * Create a variety of poems.
- D * Write a research report using multiple sources and notes taken from those sources citing titles and authors.
- D * Write friendly and business letters.
- I * Write journalistic articles.
- D * Use journal entries to demonstrate level of understanding.
- D * Write an autobiographical account.
- A * Select the best title for a written selection.
- A * Write frequently in the narrative mode.
- A * Write in response to a standard prompt and/or select a prompt from a varied group.
- A * Write to inform a particular audience about a specific issue.
- A * Write a descriptive paragraph to create a visual image.
- I * Write in the expository mode.

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A** * Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).
- D** * Produce a variety of written works (e.g., literature response, essays, “published” books, literary collections, journals and letters to the editor).

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- A** * Within the context of phrase(s), sentence(s), or short paragraph(s),
Identify correct use of the following:
 - a. nouns (e.g., common/proper, singular/plural; possessives; predicate nouns).
 - b. verbs (e.g., action/linking, regular/irregular; “be/have,” verb phrases, agreement with subject in person and number).
 - c. pronouns (e.g., agreement with antecedent, reflexive, possessive, correct pronoun case).
 - d. adjectives (e.g., common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms).
 - e. adverbs (e.g., proper comparative forms, adverbs of degree (too, very)
 - f. interjections
- A** * Recognize and correct the following usage errors:
 - a. double negatives
 - b. troublesome words (to, too, two; their, there, they’re; lie, lay, sit, set)
 - c. subject verb agreement
- I** * Identify the correct use of prepositions (e.g., place prepositional phrases in correct location within the sentence).
- I** * Identify the correct use of conjunctions (e.g., coordinating).
- I** * Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
- D** * Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.
- M** * Use correct end of sentence punctuation (e.g., period, question mark).
- A** * Demonstrate the correct use of the following:
 - a. commas (e.g., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions and introductory words).
 - b. semicolons (in combining sentences), and quotation marks in titles.
 - c. quotation marks in conversation, including their use with capitalization, end marks, and explanatory materials.
 - d. colons (in business letters and preceding a list of items).
- A** * Choose the correct use of quotation marks and commas in direct quotations.
- A** * Form contractions and possessives using apostrophes.
- I** * Abbreviate words correctly.
- M** * Continue to write legibly.
- D** * Spell high-frequency words correctly.
- D** * Spell correctly words commonly used in content specific vocabulary.
- A** * Identify the correct use of colons (i.e., in business letters and preceding a list of items).
- A** * Spell plurals and possessives correctly.

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- D** * Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
- A** * Identify correctly or incorrectly spelled words in context.
- D** * Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).
- D** * Identify correctly spelled homonyms within the context of sentences or phrases.
- D** * Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- D** * Develop a consciousness toward correct spelling across all subject areas.
- A** * Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, correct placement of modifiers).
- A** * Select the best way to correct incomplete sentences in context.
- M** * Combine simple sentences into compound sentences.
- M** * Combine sentences using compound subjects and/or predicates.
- A** * Identify within context a variety of appropriate sentence combining techniques (i.e., comma + coordinating conjunction, use of semi- colon, introducing phrases and/or clauses).
- A** * Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semi-colons, and periods to join or separate elements) within context.

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LANGUAGE ARTS

Sixth Grade

READING

The student will develop the skills necessary for word recognition, comprehension, interpretation, analysis and appreciation of print and non-print texts.

Oral Language/Decoding

- M** * Model active listening.
- M** * Know and use rules for conversations.
- M** * Ask and answer questions from teachers and classmates.
- M** * Organize and share information, stories, experiences, ideas, and feelings with others.
- D** * Respond creatively to reading selections (e.g., dramatizations and speeches).
- D** * Deliver an oral presentation using information from any content area and using visual aids.
- D** * Use a variety of non-verbal communication techniques to enhance meaning (e.g., posture gestures, facial expressions, tone of voice).
- M** * Listen to a variety of readings, poetry and music in order to develop sound awareness.
- A** * Identify patterns of rhyme and rhythm.
- A** * Analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).
- A** * Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.
- M** * Choose the correct meaning of multiple meaning words in context.
- M** * Read fluently from a variety of texts.
- M** * Participate in guided reading.
- M** * Read using appropriate pronunciation, expression, and rate.
- M** * Adjust speed based on the purpose for reading.

Comprehension

- D** * Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.
- D** * Build vocabulary by reading from a wide variety of print types.
- D** * Determine word meanings using knowledge of roots, prefixes, and suffixes.
- A** * Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.
- A** * Use various text features to locate information (e.g., headings, key words, graphics, pictures captions, sidebars).
- A** * Determine whether a given statement within a passage is fact or fiction.
- D** * Determine the meanings of unknown grade level words utilizing previously learned strategies.
- A** * Recognize and use grade appropriate and/or content specific vocabulary within context.

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- A * Select appropriate synonyms, antonyms, homonyms and multiple meaning words.
- M * Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).
- I * Use memory devices (e.g., rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary.
- A * Determine the correct meaning/usage of multiple meaning words.
- A * Use the correct word to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.
- A * Indicate sequence of events in print and non-print texts.
- I * Recognize widely used foreign words (e.g., *bon jour*; *hasta la vista*).
- D * Continue to establish a purpose for reading (e.g., to understand, to interpret specific questions, to identify information/facts, to discover models of writing).
- A * Recognize that purpose determines text format.
- M * Use previously learned strategies to front load text (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.)
- D * Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.
- D * Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).
- D * Connect the reading selections to students' learning, life learning and life experiences.
- D * Define significant words to be encountered in the text.
- A * Make predictions about text.
- D * Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.
- A * Use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index).
- A * Formulate clarifying questions while reading.
- D * Continue to predict outcomes, state reasonable generalizations, and draw conclusions.
- D * Use self-monitoring strategies while reading.
- D * Read between the lines (e.g., stating implied information).
- D * Create mental pictures from abstract information.
- A * Draw inferences from selected texts.
- D * Modify pre-reading purpose as appropriate.
- M * Interact with text (e.g., mark the text, use post-it notes).
- M * Indicate the sequence of events.
- M * Recognize the stated main idea/central element in a given reading selection.
- A * Determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.
- M * Note details that support the main idea/central element.
- A * Identify the author's purpose for writing a selection (e.g., to inform, to persuade, to entertain, to share emotions).
- D * Discuss similarities and differences in events and characters from different reading selections.

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- M** * Recognize the differences in literary types (e.g., prose, poetry, newspapers/magazines, letters, dramas, technical manuals, textbooks).
- A** * Locate and verify information to support predictions, ideas, opinions and conclusions.
- A** * Identify stated or implied cause and effect relationships.
- A** * Distinguish between fact and opinion.
- A** * Interpret figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery, puns).
- A** * Demonstrate an understanding of stated and implied themes and recognize that themes recur throughout literature.
- A** * Select an appropriate summary statement.
- D** * Make connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork).
- D** * Make connections among the various literary types and themes with personal, historical, and cultural experiences.
- A** * Select sources from which to gather information on a given topic and determine their reliability.
- D** * Use media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) to view, read, and represent information.
- D** * Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedias, periodicals, procedural manuals).
- I** * Distinguish between primary and secondary source documents.
- M** * Use word-referenced materials.
- M** * Use skimming and scanning skills.
- D** * Retrieve, organize, and represent information.
- D** * Develop notes that include important concepts, summaries, and identification of reference sources.
- D** * Identify various forms of media and analyze their impact on daily life.
- A** * Recognize the techniques of propaganda (e.g., bandwagon, loaded words, testimonials).
- I** * Use a variety of materials to prepare a research paper that includes a title page and list of sources.
- D** * Increase and maintain vocabulary specific to content areas and to current events.
- D** * Apply comprehension skills and strategies to informational text in content area reading.
- D** * Read, view, and recognize a variety of print matter and media types and recognize their distinguishing characteristics.
- A** * Distinguish among various literary types (poetry, drama, fiction and non-fiction).
- I** * Identify the plot element of exposition (e.g., introduction of characters, setting, and conflict) in print and non-print text.
- I** * Determine how the author develops characters (e.g., through words, speeches, actions, thoughts, narrator's comments, interactions with other characters, motivations).
- I** * Identify the characteristics of stereotypical and realistic characters.
- I** * Identify words used by authors to create mood to establish a tone.
- D** * Compare and contrast the elements of plot between or among stories.
- A** * Recognize the first person point of view in literature.

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- D** * Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.
- I** * Explore deductive reasoning.
- I** * Explore the concepts of foreshadowing and flashback.
- D** * Visit print rich environments (e.g., libraries, book fairs).
- D** * Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, recommendation of others).
- D** * Maintain a personal reading list/or reading log/journal.
- D** * Read independently on a daily basis.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- D** * Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.
- D** * Use print and non-print materials along with prior knowledge to provide background for writing.
- A** * Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.
- D** * Select and limit a writing topic.
- A** * Determine the audience for which a text is written.
- D** * Establish a purpose for writing (e.g., to inform, to describe, to explain, to persuade).
- A** * Identify the audience for which a text is written.
- I** * Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected personal audience.
- D** * Produce original works of creative and imaginative writings.
- A** * Select the best way to combine sentences to provide variety within context.
- A** * Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).
- D** * Use prewriting plan to guide the first draft.
- D** * Write and think freely while drafting.
- A** * Select a thesis statement appropriate to the topic.
- D** * Present sufficient knowledge of topic to reflect background and understanding.
- D** * Compose the draft with an introduction, a body, and a conclusion.
- D** * Use precise language including vivid words, colorful modifiers, and figurative language.
- D** * Develop sentences that are clear, varied, and appropriate to the audience.
- I** * Evaluate and determine if word choices are appropriate for the target audience.
- I** * Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
- A** * Select an appropriate concluding sentence for a well-developed paragraph.

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- A * Arrange multi-paragraphed work in a logical and coherent order.
- I * Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
- I * Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).
- I * Explore the use of words and phrases that create mood to establish a tone.
- I * Analyze writing for clarity of thought.
- D * Edit for clarity.
- D * Edit writing for elements of language.
- D * Proofread using prior knowledge and reference materials.
- D * Create readable documents.
- D * Develop and use a rubric for evaluation of writing focused on specific skills.
- D * Make appropriate suggestions for improvement using the Tennessee State assessment rubric.
- D * Recognize the strengths, errors, and challenges in peers' writing.
- A * Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- A * Supply a missing piece of information in an outline.
- D * Evaluate improvements made in own and others' work.
- D * Use multiple technological resources to prepare and present work.
- D * Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, Internet, websites, newspaper/periodicals).
- I * Write in response to expository prompts, including frequent opportunities for timed writing.
- I * Write frequently in the expository mode.
- D * State a thesis with relevant supporting details.
- I * Determine the appropriate organizational format for an expository essay.
- I * Explore models of expository writing through reading.
- A * Determine an appropriate title that creatively reflects the topic.
- D * Use strong introductory and concluding paragraphs to enrich writing assignments.
- D * Explain key ideas clearly selecting illustrations, descriptions and/or facts to support key ideas.
- I * Incorporate varied expository structures (e.g., compare/contrast and question/answer).
- D * Apply the Tennessee State assessment rubric to an expository essay.
- D * Research topics and organize gathered information from the content areas into presentable documents.
- D * Respond expressively and creatively to the arts incorporating the arts into all content areas.
- D * Demonstrate the use of vivid words (e.g., action verbs, figurative language).
- D * Support ideas through use of sensory details and/or concrete examples.
- D * Use a variety of sentence structures.
- A * Select appropriate transitional devices and time-order words.

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- D** * Develop a consistent voice in original works.
- A** * Identify sentences irrelevant to a paragraph's theme or flow.
- I** * Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).
- D** * Compare and contrast themes, settings, and characters, from a variety of literary selections and types.
- D** * Use examples and details in writing collected from available resources.
- A** * Select illustrations, descriptions and/or facts to support key ideas.
- D** * Use dictionaries, thesauruses, and other available resources.
- I** * Conduct or read interviews to use as a primary source.
- I** * Examine journals, diaries, and narratives as support for research.
- D** * Use computer technology to find information and to create reports and presentations.
- D** * Compile gathered information into a written research paper.

Product

- D** * View, read, and/or listen to examples of various writing styles and modes.
- D** * Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, commercials).
- D** * Write works of fiction in the descriptive mode (e.g., short stories, TV, scripts, fables, tall tales).
- D** * Write poetry (e.g., haiku and bio-poem).
- D** * Write biographical/autobiographical sketches with specific actions and significant details.
- D** * Compose and respond to original questions and/or problems from all content areas.
- D** * Write friendly and business letters.
- D** * Write diaries and journals in the narrative mode.
- I** * Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.
- D** * Respond expressively and creatively to the arts incorporating the arts into all content areas.
- D** * Develop and write personal essays for portfolio.
- I** * Write in the persuasive mode.
- D** * Produce a variety of written works suitable for publication and/or sharing.
- D** * Continue to write competently in the narrative and descriptive modes.
- D** * Write personal reflections to experiences and events.
- D** * Produce original works of creative and imaginative writings.
- D** * Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, web pages).
- D** * Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).
- D** * Express ideas or opinions through creative responses to a variety of literary forms and types.
- I** * Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents, recipes, directions to a geographic location).
- I** * Write basic character analyses.

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ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- A** * Identify the correct use of the following:
 - a. nouns (e.g., common/proper, singular/plural, possessives, collective nouns, nouns as objects)
 - b. verbs (action/linking, regular/irregular, agreement)
 - c. pronouns (i.e., agreement, subject, object)
 - d. adjectives (i.e., common/proper, comparative forms) in context
 - e. adverbs (e.g., comparative forms)
 - f. conjunctions (e.g., coordinating, subordinating, subordinating)
 - g. prepositions and prepositional phrases
 - h. interjections
- A** * Recognize and correct the following usage errors:
 - a. subject-verb agreement (person/number)
 - b. double negatives
 - c. troublesome word pairs (accept/except capitol/capital, principle/principal, between/among.)
- I** * Explore variations in the use of English in different parts of the country.
- D** * Continue the correct use of capitalization (e.g., proper adjectives, within quotations).
- A** * Demonstrate the correct use of the following:
 - a. commas (e.g., after introductory words, to set off appositive and interrupters, and before a coordinating conjunction joining independent clauses to form compound sentences.
 - b. colons (e.g., in business letters, preceding a list of items)
 - c. semicolons (e.g., to combine sentences)
- A** * Choose the correct use of quotation marks (direct quotations, with explanatory material within the quote, proper use with end mark).
- A** * Identify the correct spelling of singular and plural possessives.
- A** * Identify correctly and incorrectly spelled words in context.
- D** * Continue to write legibly.
- D** * Spell high-frequency words correctly.
- D** * Identify correctly and incorrectly spelled words in context.
- D** * Spell correctly words commonly used in content specific vocabulary.
- D** * Spell correctly affixed words (e.g., mis + spell = misspell; ready + ness = readiness.
- D** * Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and spelling to correct errors.
- D** * Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, charts).
- D** * Maintain a consciousness toward correct spelling across the content areas.
- D** * Select the most appropriate method to correct run-on sentences (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.
- D** * Correct sentence fragments by supplying the missing sentence elements.
- D** * Combine sentences using a variety of techniques (e.g., comma + coordinating conjunction use of semicolon, introductory phrases and/or clauses).
- I** * Identify and use adjectival and adverbial phrases and clauses.
- D** * Use transitional words to indicate clear relationships within and among sentences and paragraphs.

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LANGUAGE ARTS ***Seventh Grade***

READING

The student will read develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Oral Language/Decoding

- M** * Organize and share information, stories, experiences, ideas, and feelings with others.
- D** * Respond creatively to reading selections (e.g., dramatizations, speeches, drawings).
- M** * Model active listening.
- M** * Observe rules of public conversation.
- M** * Deliver an oral presentation, using information from any content area and utilizing visual aids.
- M** * Ask and answer questions to and from teachers and classmates.
- D** * Use a variety of non-verbal communication techniques.
- M** * Read using appropriate pronunciation, expression, rate, pitch, and stress.
- M** * Read fluently from a variety of texts.
- M** * Participate in guided reading.
- M** * Read for a variety of purposes (e.g., information gathering, enjoyment, fluency).
- M** * Adjust speed based on the purpose for reading.
- M** * Listen to a variety of readings, poetry, and music in order to develop sound awareness.
- A** * Analyze patterns of rhyme and rhythm.
- A/D** * Analyze the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, accent, repetition).
- A** * Decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.

Comprehension

- A** * Continue to establish a purpose for reading.
- D** * Utilize reference sources and personal experience to build background knowledge.
- M** * Continue to use previously learned strategies to front load text.
- A** * Derive information from the following text features: timelines, graphs, headings and subheadings.
- A/M** * Make predictions about text.
- D** * Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.
- A** * Formulate clarifying questions.
- M** * Adjust predictions as new information is acquired.
- M** * Continue to predict outcomes, state reasonable generalizations, and draw conclusions.

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- D** * Use self-monitoring strategies while reading.
- D** * Read between the lines.
- I** * Create mental pictures from abstract information.
- A** * Make inferences and recognize unstated assumptions.
- D** * Verify or modify pre-reading purpose as appropriate.
- M** * Continue to interact with text (e.g., mark the text, use post-it notes).
- M** * Indicate the sequence of events.
- M** * Recognize and state the main idea/central element in a given reading selection.
- M** * Select details that support the main idea/central element.
- A** * Identify the author's purpose and determine if the purpose is met.
- A** * Determine the common characteristics of short stories, novels, poetry, drama, and non-fiction.
- D** * Discuss similarities and differences in events and characters from different reading selections.
- D** * Find support within the reading selection for question responses, ideas, and opinions.
- A** * Analyze cause and effect relationships.
- A** * Distinguish between fact and opinion.
- A** * Recognize and use grade appropriate and/or content specific vocabulary within context.
- I** * Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments or presentations.
- D** * Make inferences about printed matter and other media.
- A** * Replace unknown words with appropriate synonyms and/or antonyms.
- D** * Apply comprehension skills and strategies to content area reading.
- M** * Incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.
- M** * Define significant words to be encountered in the reading.
- D** * Increase and maintain vocabulary specific to content areas.
- D** * Expand knowledge of root words, prefixes, and suffixes.
- A/M** * Use context clues to determine unknown words and identify multiple meaning words.
- A/M** * Determine the meanings of unknown grade level words using previously learned strategies.
- D** * Build vocabulary by reading from a wide variety of selections and literary types.
- D** * Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.
- M** * Foster word consciousness (word play, word walls, new and unusual words).
- M** * Use memory devices (rhymes, cartoons) to acquire new words.
- A/D** * Select the correct word or phrase to complete an analogy.
- I** * Include word histories and meaning change as part of vocabulary study.
- I** * Discover ways by which a language gets new words.
- A** * Identify words that serve as clues to reveal time periods and cultures.
- A/D** * Know widely used foreign phrases (*bon voyage; mi casa es su casa*).

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- A** * Interpret figurative language (e.g., idioms, similes, metaphors, personification).
- A** * Demonstrate an understanding of implied themes and identify recurring themes.
- A** * Distinguish between poetry and prose and between biography and autobiography.
- D** * Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of fiction.
- A/D** * Determine how the author develops characters/characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation).
- D** * Explain the rising action, climax, and falling action of a plot.
- D** * Identify words and phrases used by authors to create mood to establish a tone.
- D** * Compare and contrast elements of plot between or among stories.
- A** * Identify plot elements in the proper place on a graphic organizer.
- I** * Identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.
- I** * Explore the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).
- A/D** * Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, flashback, and irony.
- D** * Visit print rich environments (libraries, book fairs).
- I** * Use personal criteria to select reading material.
- D** * Maintain a personal reading list/or reading log/journal.
- D** * Visit print rich environments (libraries, book fairs).
- I** * Use personal criteria to select reading material.
- D** * Maintain a personal reading list/or reading log/journal.
- D** * Use deductive reasoning to extend understanding.
- A** * Assess the reliability of sources.
- D** * Use parts of text effectively for learning (title page, preface, table of contents).
- A/M** * Use various text features to locate information (key words, graphics).
- D** * Recognize and use appropriate reference sources in various formats (encyclopedias, card/electronic catalogs, Internet).
- D** * Use media (Internet, CD-ROM) to view, read, and represent information.
- D** * Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, periodicals).
- A** * Recognize first person point of view.
- A** * Identify symbolism, flashback, and foreshadowing within context.
- D** * Distinguish between primary and secondary sources.
- M** * Use word-referenced materials (dictionary, thesaurus).
- D** * Retrieve, organize, represent, and analyze information to demonstrate knowledge acquired.
- D** * Develop and use notes.
- D** * Analyze the impact of various forms of media on daily life.
- A** * Recognize the techniques of propaganda (bandwagon, loaded words, testimonials).

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WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- D** * Generate, focus, and organize ideas.
- D** * Use print and non-print materials, along with prior knowledge and content area knowledge, to provide background for writing.
- M** * Select, limit, and refine a topic.
- A** * Supply a missing piece of information in an outline.
- A** * Compose a draft with an introduction, body paragraphs, and a conclusion.
- D** * Use precise and appropriate language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.
- D** * Develop sentences that are clear, varied, and appropriate to the audience.
- A** * Select the most appropriate title for a passage.
- A** * Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- A** * Select an appropriate concluding sentence for a well-developed paragraph.
- A** * Identify the sentence(s) irrelevant to a paragraph's theme or flow.
- D** * Develop a unique and consistent voice in original works.
- D/I** * Revise to focus on purpose and audience.
- D** * Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
- D** * Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, effective transitions).
- D** * Revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, supportive statistics).
- D** * Use words and phrases designed to create mood.
- D** * Analyze writing for clarity of thought.
- D** * Edit for elements of language.
- D** * Proofread written product, using appropriate tools and strategies.
- M** * Create readable documents.
- D** * Use proofreading symbols.
- D** * Develop and use rubrics.
- D** * Make appropriate suggestions for improvement of peers' writing, using state assessment rubric.
- D** * Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.
- D** * Evaluate improvements made in own work and others' work.
- D** * Produce a final draft of a selected work suitable for publication and/or sharing.

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- D** * Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, internet websites, newspaper/periodicals).
- D** * Apply the Tennessee state assessment rubric to an expository essay.
- D** * Demonstrate facility in the use of language.
- A** * Select the best way to combine sentences to provide variety.
- A** * State a well-developed, appropriate thesis.
- D** * Select the most appropriate organizational format for an expository essay.
- D** * Use models of expository writing to enhance the writing process.
- D** * Create an appropriate title that creatively and accurately reflects the topic.
- A** * Determine the qualities of strong and clinching concluding paragraphs.
- D** * Explain/illustrate key ideas clearly.
- A** * Select appropriate time order or transitional words.
- A** * Rearrange multi-paragraphed work in a logical and coherent order.
- A** * Identify individual written selections as technical, narrative, persuasive and/or descriptive in mood.
- D** * Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases and other devices to indicate clear relationships.
- A** * Use appropriate organizational strategies, including outlining and other graphic organizers.
- A** * Determine appropriate audience and purpose for writing.
- D** * Identify the mode, the usage level, and conventions appropriate to the selected audience.
- I** * Use a variety of sources to prepare a research paper.
- A** * Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid, Internet source).
- D** * Use computer technology to find information, to create reports and presentations, and to support research.
- I** * Recognize that two equally reliable sources may present material from different perspectives.
- M** * Write legibly.
- A** * Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.
- D** * Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.

Product

- D** * Write personal reflections of experiences and events.
- D** * Produce original works of creative and imaginative writings.
- D** * Write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, enhance communication).
- D** * Write competently in the narrative and descriptive modes.
- D** * Develop and refine writing in the expository mode.
- I** * Explore the techniques of persuasive writing.
- D** * Present sufficient knowledge of topic to reflect background and understanding.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Produce a variety of creative works utilizing knowledge from the content areas (e.g. journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).
- D** * Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).
- D** * Research topics and organize gathered information from the content areas into presentable documents.
- D** * Compose and respond to original questions and/or problems from all content areas.
- D** * View, read, and/or listen to examples of various writing styles.
- D/I** * Write extended character analyses.
- D** * Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflict, setting, and characters).
- D** * Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections.
- D/I** * Write works of both fiction and non-fiction (poetry, biographical/autobiographical sketches, scripts, reflections, journalistic articles, friendly/business letters, commercials, personal essays, technical writing, research documents, interviews).
- D** * Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- A** * Identify the correct use of the following:
 - a. Nouns (collective, compound, objects, predicate nouns)
 - b. Verbs (agreement with subject, verbs that take objects, linking verbs, verb phrases, regular/irregular verbs, three simple and three perfect tenses, tense consistency)
 - c. Pronouns (case, reflexive, interrogative, and demonstrative, agreement with antecedent)
 - d. Adjectives (comparative/superlative forms, compound predicate adjectives, adjective clauses)
 - e. Adverbs (comparative/superlative, introductory phrases and clauses, placement within the sentence)
 - f. Conjunctions (coordinating, correlative, subordinating conjunctions combining words, phrases and clauses)
 - g. Prepositional phrases
 - h. Interjections
- A** * Recognize and correct the following usage errors:
 - subject/verb agreement, pronoun case {with emphasis on who/whom}
 - a. Double negatives
 - b. Comparative and superlative forms
 - c. Troublesome word pairs: rise/raise, stationary/stationery, compliment/complement, beside/besides
- A** * Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, proper adjectives)
- A** * Demonstrate the correct use of the following:
 - a. Commas (e.g., after introductory words, phrases, or clauses; setting off appositives and interrupters; before a coordinating conjunction joining independent clauses to form compound sentences); colons (e.g., in business letters or before a list of items in a series)
 - b. Semicolons (e.g., combining sentences, between items in a series when the items already contain commas)
 - c. Underlining and italicizing (e.g., titles, words, letters, and figures)
 - d. Quotation marks (e.g. with direct quotations, to set off dialogue, in titles, use of end punctuation with quotation marks)
 - e. Colons (business letters, preceding a list of items)

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- A** * Form both singular and plural possessives using apostrophes.
- A** * Spell correctly high frequency words, appropriate grade level words, content area words.
- D** * Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.
- D** * Maintain a consciousness toward correct spelling across the content areas.
- A** * Recognize and use appositives and appositive phrases.
- A** * Recognize and use infinitives and infinitive phrases.
- A** * Correct run-on sentences by using conjunctions, semicolons, and periods to join or to separate run-on elements.
- A** * Correct sentence fragments by supplying the missing elements.
- A** * Recognize and differentiate among simple, compound, and complex sentences.
- A** * Combine sentences using a variety of strategies.
- A** * Identify and place correctly within a sentence adjective, adverb, and noun clauses.
- A** * Identify within a variety of appropriate sentence-combining techniques (comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

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LANGUAGE ARTS

Eighth Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

Oral Language/Decoding

- M** * Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
- D** * Participate in creative responses to text (e.g., debates, dramatizations, speeches).
- D** * Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support.
- M** * Read aloud, discuss, and present, using correct stress, pitch, juncture, punctuation, expression, and rate.
- I** * Approach texts according to their type using appropriate skills and prior knowledge.
- D** * Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences.
- D** * Evaluate patterns of rhyme and rhythm and consider their effect on meaning.
- A** * Evaluate the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, slant rhyme, internal rhyme, accent, repetition).
- M** * Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts.
- M** * Participate in guided reading.
- M** * Adjust speed based on the purpose for reading.

Comprehension

- A** * Continue to establish a purpose for reading and viewing.
- D** * Use reference sources to build background knowledge for reading.
- D** * Use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge).
- D** * Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes.
- A** * Use text features to determine meaning (sidebars, footnotes, and endnotes).
- D** * Relate the significance of the selections studied to students' life experiences.
- D** * Examine significant words to be encountered in the text.
- D** * Make predictions about text.
- D** * Relate selections studied to prior experience, historical knowledge, current events and cultural background as well as to previously read texts.
- A** * Formulate clarifying questions.
- D** * Evaluate and adjust pre-reading predictions.

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- A * Recognize a reasonable prediction of future events of a passage.
- D * Use self-monitoring and self-correcting strategies while reading.
- D * Engage in reading between the lines.
- D * Create mental pictures from abstract information.
- A * Determine inferences from passages.
- A * Select information using keywords and headings.
- D * Verify or modify pre-reading purpose as additional information is obtained.
- D * Explore ways to interact with text.
- D * Indicate, analyze, and evaluate the sequence of events.
- D * Recognize and state the main idea/central element in a given reading selection, noting supporting details.
- D * Identify the author's purpose and analyze to determine whether purpose is met.
- D * Discuss similarities and differences in events and characters using evidence cited from the text or various texts.
- D * Analyze the text to find contextual support for ideas, opinions, and responses to questions.
- D * Assess the accuracy and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping.
- A * Evaluate cause and effect relationships.
- A * Evaluate statements as fact or opinion.
- D * Reflect on comprehension strategies utilized.
- D * Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources).
- A * Identify an appropriate title to reinforce the main idea of a passage or paragraph.
- D * Read for a variety of purposes: literary experience, information, enjoyment, vocabulary.
- D * Read independently on a daily basis.
- D * Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.
- D * Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).
- D * Read daily from self-selected materials.
- D * Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).
- D * Experience and develop an awareness of literature that reflects a diverse society.
- D * Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.
- D * Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts.
- D * Build vocabulary by reading and viewing from a wide variety of texts.
- D * Analyze word meanings using roots, prefixes, and suffixes.
- D * Use context clues, dictionaries, electronic sources, glossaries, and other resources as aids in determining word meanings.
- A * Maintain vocabulary specific to content areas.

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- D** * Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding.
- M** * Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, power words).
- D** * Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, kinesthetics) to acquire new vocabulary.
- A** * Select the correct word or phrase to complete an analogy.
- D** * Recognize the historical influences on and changes to the English language as part of vocabulary study.
- A/D** * Know widely used foreign phrases (e.g., *e pluribus unum*, *c'est la vie*).
- D** * Distinguish between the connotation and denotation of words.
- D** * Recognize that word choices help to create a mood.
- D** * Discover ways by which a language acquires new words (e.g., brand names, acronyms).
- D** * Identify the base/root word of a word having affixes.
- D** * Determine the meaning of prefixes and suffixes through identification and usage.
- A** * Use context clues to determine the meaning of multiple meaning words.
- A** * Recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words.
- D** * Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection.
- A** * Determine an author's purpose for writing or a student's purpose for reading.
- A** * Analyze the use of figurative language (idioms, similes, metaphors, personification, imagery, puns).
- A** * Analyze themes, stated, implied, and recurring.
- D** * Read, view, and recognize various literary types.
- D** * Recognize the elements of various literary and media types.
- I** * Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends and myths).
- I** * Connect recurring themes to previously read materials and current readings.
- A** * Evaluate how the author develops characters (e.g., through words, speech, action, thoughts, narrator, interaction, motivation) and determine whether the characters are stereotypical or realistic.
- D** * Evaluate strategies and devices used by authors to create mood.
- A/D** * Explain the exposition, rising action, climax, falling action, resolution/denouement).
- I** * Distinguish among varying types of conflict (e.g., man vs. man, man vs. nature, man vs. himself).
- A** * Identify on a graphic organizer the points at which various plot elements occur.
- A** * Explore subplots in literary selections and films.
- D** * Compare and contrast plot elements between or among stories.
- A** * Determine the narrator's/author's point of view (i.e. first person, third person, limited or omniscient).
- A** * Explore how a story changes or an event is perceived if the point of view is changed.
- D** * Summarize, paraphrase, and evaluate selected passages.
- D** * Use deductive reasoning to facilitate and to extend understanding of texts.

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- D** * Examine the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, documentaries, autobiographies, biographies, and educational, informational and technical texts).
- A** * Identify words within context that reveal particular time periods and cultures.
- A** * Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, hyperbole, flashback, foreshadowing, and irony.
- I** * Explore the concept of allusion.
- A** * Recognize the defining characteristics of a variety of texts (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies and essays).
- D** * Visit print rich environments (libraries, book fairs).
- D** * Use personal criteria to select reading material.
- D** * Maintain a personal reading list/or reading log/journal.
- A** * Use various text features to locate information (e.g., maps, charts, graphs, indexes, glossaries, tables of contents and appendices).
- D** * Use reference sources to build background knowledge for reading.
- D** * Determine appropriate reference sources in various formats (encyclopedias, periodicals, Internet).
- D** * Use media to view, read, and represent information.
- D** * Use current technology as a research communication tool.
- D** * Compare a variety of reference sources.
- D** * Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge acquired.
- D** * Evaluate resources for reliability and validity.
- D** * Refine skimming and scanning skills.
- D** * Develop and use notes.
- D** * Evaluate the impact of bias on daily life.
- A** * Recognize and identify propaganda techniques (i.e., bandwagon, loaded words, and testimonials).
- A** * Identify instances of bias and stereotyping in print and non-print contexts.
- D** * Use technology resources to prepare a research paper.
- D** * Use dictionaries, thesauruses and other word referenced materials.
- A** * Determine the influence of culture and ethnicity on the themes and issues of literary texts.
- A** * Select illustrations, explanations, anecdotes, descriptions, and/or facts to include in a paragraph.
- A** * Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- A** * Complete a graphic organizer (clustering, listing, mapping, webbing) with information from notes for writing.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

- M** * Generate, focus, and organize ideas.

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- D** * Use print and non-print materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing.
- D** * Use appropriate organizational strategies, including outlining and other graphic organizers to produce a prewriting plan.
- A** * Select, limit, and refine a topic.
- A** * Write well-organized and coherently developed paragraphs.
- A** * Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion.
- A** * Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.
- A** * Compose clear and correctly punctuated complex sentences to vary sentence structure.
- A** * Determine appropriate thesis statement.
- D** * Enrich writing with information gathered from the various content areas.
- A** * Revise writing to focus on purpose and audience.
- A** * Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
- A** * Revise and edit writing for elements of language.
- D** * Proofread using prior knowledge and experience, reference materials, and technology.
- M** * Create readable documents.
- M** * Use appropriate proofreading symbols.
- D** * Develop and use a rubric for evaluation.
- D** * Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.
- D** * Evaluate improvements made in own work and others' work.
- D** * Publish a final draft.
- D** * Identify opportunities for publication (e.g., local and national contests, Internet websites, newspapers/periodicals).
- M** * Apply the Tennessee state assessment rubric to an expository essay.
- A** * Demonstrate facility in the use of language.
- A** * Support thesis with elaboration, using supporting details, supporting examples and/or anecdotes.
- A** * Rearrange multi-paragraphed work in a logical and coherent order.
- D** * Analyze and select the most appropriate organizational format for an expository essay.
- A** * Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
- A** * Analyze writing for clarity of thought.
- A** * Identify sentences irrelevant to a paragraph's theme or flow.
- A** * Select appropriate title that creatively and accurately reflects the topic.
- A** * Write engaging introductory paragraphs and strong and clinching concluding paragraph.
- A** * Support and/or illustrate key ideas clearly using illustrations, anecdotes, descriptions and facts.
- A** * Select appropriate transitional devices or time order words to enhance the flow of the writing.

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- A** * Examine purposes for writing (e.g., to inform, to describe, to explain, to persuade).
- D** * Identify the mode, the usage level, and conventions for appropriate sharing of information with the selected audience.
- M** * Write competently in the narrative and descriptive modes.
- A** * Write frequently in the expository mode.
- M** * Determine appropriate audience.
- A** * Determine if word choices are appropriate for the target audience.
- D** * Use models of expository writing.
- D** * Incorporate varied expository structures (e.g., problem/ solution, compare/contrast).
- A** * Integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing.
- A** * Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

Product

- D** * Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, WebPages).
- D** * Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, documents).
- D** * Research topics and organize gathered information into presentable documents.
- D** * Compose and respond to original questions and/or problems from all content areas.
- D** * React and respond to content area information, including fine arts, in creative ways (e.g., create graphic, non-print essays; write poems, create works of art).
- D** * View, read, and/or listen to examples of various writing styles.
- I** * Write a persuasive paper with a clearly focused argument and relevant supporting details.
- I** * Explore tone as a way to develop a unique and consistent voice in original works.
- D** * Produce a variety of creative works including responses to literature, autobiographical sketches, reflective pieces, poems, stories.
- D** * Produce a variety of non-fiction pieces including personal essays, technical writing, career-related materials, analysis of literature, persuasive essays.
- D** * Continue to use dictionaries, thesauruses and other word referenced materials.
- D** * Continue to utilize resources available in the media center.
- D** * Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.
- D** * Continue to use computer technology to find information, to create reports and presentations, and to support research.
- D** * Continue to use examples and details collected from all available and reliable resources.
- I** * Give credit to both quoted and paraphrase materials used in research.
- D** * Utilize resources available in the media center.
- D** * Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research.
- D** * Use computer technology to find information, to create reports and presentations, and to support research.
- D** * Use examples and details collected from all available and reliable resources.

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- I** * Give credit for both quoted and paraphrased information in a bibliography.
- D** * Evaluate Website sources for reliability.
- A** * Write in the expository mode.
- A** * Write well-developed, organized, and coherent essays in response to expository prompts.
- A** * Identify individual written selections as technical, narrative, persuasive and/or descriptive in mode.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

- A** * Identify the correct use of the following:
 - a. nouns (predicate nouns, appositives)
 - b. verbs (subject-verb agreement, transitive verbs, linking verbs, tense consistency, regular/irregular verbs, simple/perfect tenses, active/passive voice, subjunctive mood)
 - c. pronouns (case, pronoun-antecedent agreement)
 - d. adjectives (comparative/superlative forms, predicate adjectives, phrases and clauses)
 - e. adverbs (comparative/superlative forms, phrases and clauses, conjunctive adverbs)
 - f. conjunctions (coordinating, correlative, subordinating to combine sentences and elements)
 - g. prepositions and prepositional phrases (adjective or adverb modifiers, proper placement)
 - h. interjections
- A** * Recognize and correct the following usage errors:
 - a. subject/verb agreement
 - b. pronoun case
 - c. double negatives
 - d. comparative/superlative forms
 - e. troublesome word groups (were/where, which/that/who, who/whom)
- D** * Compare regional differences in dialect, speech, and usage and explore reasons for those differences.
- D** * Continue the correct use of capitalization (titles, business letters, quotations, proper nouns and adjectives)
- A** * Demonstrate the correct use of the following:
 - a. commas (after introductory words, phrases, and clauses; to set off appositives and interrupters, before a coordinating conjunction joining independent clauses to form compound sentences)
 - b. colons (business letters, before a long or formal quotation)
 - c. semicolons (combining sentences, between items in a series of items already containing commas, before conjunctive adverbs)
 - d. underlining and italicizing (titles, certain words, letters, figures, foreign words)
 - e. quotation marks (to set off dialogue, around certain titles, correct use with end marks)
 - f. hyphens
 - g. end marks
- M** * Form both singular and plural possessives using apostrophes.
- A** * Spell correctly high frequency words, appropriate grade level words, content area words.
- D** * Proofread for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.
- A** * Recognize and use appositives and appositive phrases.
- D** * Identify and place correctly within a sentence adjective, adverb, and noun clauses.
- A** * Correct run-on sentences by using correct punctuation, forming separate sentences, using coordinating or subordinating clauses.
- D** * Correct sentence fragments by supplying the missing sentence elements.

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- A** * Combine sentences using a variety of strategies.
- I** * Identify the subject and predicate of inverted order sentences.
- D** * Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph.
- D** * Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, prepositional, verbal).
- A** * Recognize the appropriate use of gerund and participial phrases.
- A** * Select the correct pronoun/antecedent agreement for personal pronouns within context.

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Mathematics

MATHEMATICS ***Kindergarten***

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers and compute and solve problems.

- I/D** * Count how many objects are in a set (1-20).
- I** * Count to 50 by 1's and 10's.
- I** * Count backward from 10 to 1.
- I** * Match quantities up to 20 with numerals.
- I/D** * Identify equivalent sets of object by one-to-one correspondence.
- I** * Identify and write numerals 0-20.
- I** * Represent quantities up to 20 in groups of tens and ones.
- I** * Determine if a figure has been divided into halves.
- I/D** * Identify and name coins (penny, nickel, dime, quarter, and half dollar) and their values.
- I** * Order numbers less than 20.
- I** * Tell which of two numbers is less or which is greater up to 20.
- I** * Identify the position of a whole number less than 20 on a number line.
- I** * Use the language of ordinal numbers up to tenth.
- I** * Use concrete objects to develop strategies for addition and subtraction of whole numbers.
- I** * Solve simple word problems involving whole numbers 0-10.
- I** * Use words, actions, pictures, or concrete objects to solve problems.
- I** * Use pictures or objects to show one more or one less than any number to 20.
- I** * Explain if the solution to a word problem is reasonable.

ALGEBRA

The student will sort and classify objects; create, extend, and describe patterns; and represent number sentences with words, objects, and pictures.

- I/D** * Sort objects by color, size, shape, and kind.
- I** * Use mathematical terms appropriately.
- I** * Identify patterns in the environment, in arrangements of objects, or in pictures.
- I** * Recognize and extend a concrete, visual, or auditory two- or three-part repeating patterns.
- I** * Create and describe a simple repeating pattern of numbers or figures.
- I** * Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0 to 5.
- I** * Read and explain simple addition and subtraction number sentences.
- I** * Apply the commutative property of addition.

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GEOMETRY

The student will identify, describe, and create basic shapes and describe relative positions and directions.

- I** * Match terms with given shapes (circles, squares, triangles, and rectangles) when show in various positions.
- I** * Recognize circles, squares, triangles, and rectangles in the environment and as faces of three-dimensional objects.
- I** * Recognize basic properties of and similarities and differences between simple geometric figures (e.g., number of sides, corners).
- I** * Reproduce and create circles, squares, rectangles, and triangles.
- I** * Reproduce and create structures using three-dimensional shapes.
- I** * Combine two-dimensional shapes to make pictures.
- I** * Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, forward, backward, between, right, left).

MEASUREMENT

The student will apply measurement concepts of time, length, weight, capacity, and temperature.

- I** * Demonstrate understanding of the concept of length.
- I** * Recognize and show which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter or which holds more/holds less, when given two similar objects.
- I/D** * Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).
- I/D** * Use words to describe temperature (e.g., hot, warm, cool, cold).
- I** * Measure and estimate length of an object using a variety of non-standard units.
- I** * Distinguish between light and heavy objects.
- I** * Recognize clocks and watches as instruments for measuring time and tell time to the hour.
- I** * Recognize a thermometer as a device to measure temperature.
- I/D** * Recognize a calendar as a way of measuring time.

DATA ANALYSIS AND PROBABILITY

The student will make simple graphs using concrete objects and pictures and describe events as likely or unlikely.

- I** * Represent and compare data using concrete objects, pictures, and simple graphs.
- I** * Describe events related to students' experiences as likely or unlikely.

MATHEMATICS

First Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers and compute and solve problems.

KEY

I = Introduced **D** = Developing **A** = State Assessed **M** = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- I/D** * Count by 2's, 5's, and 10's to 100.
- D** * Count how many objects are in a set by 1's to 100.
- I** * Count how many objects are in a set by 2's, 5's, and 10's up to 30.
- I/D** * Count forward or backward by one beginning with any number less than 100.
- I** * Identify the place value of a digit in numbers to 99.
- I/D** * Read and write numerals up to 100.
- I** * Count by 10's from any number using a hundredth chart.
- I/D** * Use concrete objects to model whole numbers to 99 (e.g., base-ten blocks, sticks, straws).
- I** * Identify odd and even whole numbers to 50.
- I/D** * Match halves and fourths to shaded regions of a single object or figure.
- I** * Show $\frac{1}{2}$ and $\frac{1}{4}$ of a set of objects.
- I** * Match the spoken, written, concrete, and pictorial representations of $\frac{1}{2}$ and $\frac{1}{4}$.
- I/D** * Recognize one whole as two halves or four fourths.
- I/D** * Count the value of a set of coins up to 50 cents.
- I/D** * Sequence and order whole numbers less than 100.
- I** * Represent numbers in flexible ways using a variety of materials (e.g., 23 as 23 ones, 1 ten and 13 ones, and/or 2 tens and 3 ones).
- D** * Identify and use ordinal numbers up to twelfth.
- I** * Compare whole numbers through 100 using the appropriate symbol (e.g., $<$, $>$, $=$).
- I** * Use a number line or hundredth grid to find one more or one less than any number to 50.
- D** * Explain whether the solution to a word problem is reasonable.
- D** * Solve simple story problems involving addition and subtraction with numbers less than 20.
- I** * Identify number sentences, involving addition and subtraction with sums up to 20, by using illustrations and word problems.
- D** * Use words, actions, pictures, and concrete objects to solve problems.
- D** * Use pictures or objects to show one more or one less than any number to 99.
- I** * Estimate the number of objects in a group and explain the reasoning for the estimate.
- I** * Explain and justify solutions and strategies in problem solving.
- I** * Add and subtract up to two-digit whole numbers using various strategies (e.g., counting up or back, taking away, doubles plus one, comparison, number relationships, modeling).
- I** * Use calculators in problem-solving situations.

ALGEBRA

The student will sort and classify objects; create, extend, and describe patterns; and represent number sentences with words, objects, and pictures.

- D** * Sort objects by two of the following attributes: color, size, shape, and kind.
- I** * Describe how objects in a group are alike and how they are different.
- I/D** * Identify and describe growing patterns found in literature, in the environment, in physical arrangements, and in pictures.

KEY

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- I** * Translate a repeating pattern from one format to another (e.g., red-blue-blue to snap-clap-clap).
- I/D** * Create, describe, and extend concrete, visual, auditory, or number patterns.
- I** * Identify the unit of a two-part repeating pattern.
- D** * Show or represent number sentences, involving addition and subtraction and numbers 0-20, with concrete objects.
- I/D** * Use mathematical terms and symbols appropriately.
- I** * Interpret and solve simple open addition sentences, including finding the missing addend.

GEOMETRY

The student will identify, describe, and create basic shapes and describe relative positions and directions.

- D** * Recognize names, basic properties of, and similarities and differences between simple geometric figures (e.g., number of sides, corners).
- I/D** * Predict and describe the results of combining and taking apart two- and three dimensional geometric figures.
- D** * Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, forward, backward, between, right, left).
- I** * Create a figure made up of shapes from memory.
- D** * Identify the position of a whole number on the number line.

MEASUREMENT

The student will apply measurement concepts of time, length, weight, capacity, and temperature.

- D** * Compare and order objects according to length, capacity, and weight.
- D** * Recognize the need for standard units of measurement.
- D** * Demonstrate understanding of the concept of length.
- D** * Measure and estimate length using a variety of non-standard units.
- I** * Use a ruler to measure a line segment to the nearest inch or centimeter.
- I** * Use scales to weigh an object to nearest pound or kilogram.
- D** * Recognize a calendar is a way of measuring time.
- I** * Mark specified days and dates on a calendar and describe the relationship between days and months.
- D** * Determine time to the nearest hour and half-hour, using a standard clock.
- I** * Compare units of time or name periods of time in sequence.
- D** * Use a thermometer to measure temperature and determine the hotter/colder temperature by selecting the higher/lower column of two thermometers.

DATA ANALYSIS AND PROBABILITY

The student will make simple graphs using concrete objects and pictures and describe events as likely or unlikely.

- I/D** * Interpret and make pictographs and bar graphs using concrete objects and pictured objects.
- D** * Describe events related to students' experiences as likely or unlikely.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

MATHEMATICS

Second Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers and compute and solve problems.

- D** * Count a set of objects to 100 by 2's, 3's, 5's, or 10's.
- D** * Count forward and backward by one from any number less than 999.
- D** * Read and write numerals to 999.
- D** * Identify the place value of a digit in numbers to 999.
- D** * Identify odd and even numbers randomly selected 1-100.
- I** * Use concrete models or pictures to show whether a fraction is less than $\frac{1}{2}$, more than $\frac{1}{2}$, or equal to $\frac{1}{2}$.
- D** * Match the spoken or written word names and concrete or pictorial representations (parts of regions or parts of sets of objects) of halves, thirds, and fourths.
- I/D** * Compare the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
- D** * Determine the value of a collection of coins up to \$1.00.
- D** * Order and sequence whole numbers less than 1000.
- D** * Compare two numbers using the appropriate symbol (i.e., $<$, $>$, $=$).
- D** * Represent numbers to 999 in flexible ways using a variety of materials (e.g., 23 as 23 ones, 1 ten and 13 ones, and/or 2 tens and 3 ones).
- D** * Use and match numerals to ordinal numbers through twentieth.
- D** * Identify number sentences, involving addition and subtraction with sums up to 20, by using illustrations and word problems.
- I** * Use the number line to demonstrate addition and subtraction.
- I** * Write and identify number sentences that describe situations involving addition and subtraction.
- I** * Write and explain related addition and subtraction sentences.
- I/D** * Solve story problems involving numbers to 100.
- D** * Check for the reasonableness of solutions to calculations and story problems.
- D** * Use calculators in problem-solving situations.
- D** * Add and subtract efficiently and accurately with single-digit numbers up to sums of 18.
- D** * Add and subtract two-digit whole numbers using a variety of strategies and representations.
- D** * Explain and justify solution strategies used in problem solving.
- I/D** * Use estimation to justify the whether the answer to a computation is reasonable.

ALGEBRA

The student will sort and classify objects; create, extend, and describe patterns; and represent number sentences with words, objects, and pictures.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- D** * Sort objects by two or more attributes.
- D** * Identify the rules by which objects or numbers have been sorted.
- D** * Extend a growing pattern, involving objects, shapes, or numbers.
- D** * Identify the unit of a three-part repeating pattern.
- D** * Translate a repeating pattern from one format to another (e.g., red-blue-blue to snap-clap-clap).
- I** * Determine the output number for a particular input number given a one-operation rule involving addition or subtraction.
- D** * Interpret and solve open sentences that involve addition or subtraction, including finding a missing addend.
- D** * Communicate and use mathematical terms and symbols appropriately.
- D** * Show or represent number sentences, involving addition and subtraction and numbers 0-20, with concrete objects.
- I/D** * Demonstrate knowledge of and use the commutative property of addition.
- I** * Show that subtraction is not commutative.
- D** * Apply the addition and subtraction properties of 0 (adding or subtracting 0 doesn't change a given number).
- I** * Describe qualitative change (e.g., a student growing taller).
- I** * Describe quantitative change (e.g., a student growing 2 inches in 1 year).

GEOMETRY

The student will identify, describe, and create basic shapes and describe relative positions and directions.

- D** * Identify, build, draw, and compare two- and three-dimensional geometric figures.
- D** * Describe characteristics and parts of two- and three-dimensional geometric figures.
- I** * Identify shapes that have line symmetry.
- D** * Investigate and predict the results of combining and taking apart two- and three dimensional geometric figures.
- M** * Identify the position of a whole number on the number line.
- I** * Illustrate flips, slides, and turns using concrete objects and pictures.

MEASUREMENT

The student will apply measurement concepts of time, length, weight, capacity, and temperature.

- M** * Compare and order objects according to length, capacity, and weight.
- I** * Demonstrate understanding of the concepts of perimeter and area.
- I** * Identify what can be measured about objects in the environment.
- D** * Identify time to the hour, half-hour, and quarter-hour.
- D** * Relate days, dates, weeks, and months to a calendar.
- D** * Explain the relationship between inches and feet.
- I/D** * Measure length to the nearest centimeter, foot, half-inch, and inch.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- I** * Estimate lengths and time intervals.
- I** * Solve problems involving elapsed time in hours.
- I** * Measure and estimate weight and capacity using a variety of non-standard units.
- I** * Find area and perimeter using non-standard units.
- D** * Use a thermometer to measure temperature and determine the hotter/colder temperature by selecting the higher/lower column of two thermometers.

DATA ANALYSIS AND PROBABILITY

The student will make simple graphs using concrete objects and pictures and describe events as likely or unlikely.

- I** * Write questions and gather data to answer the questions.
- I** * Read, interpret, and construct tables using tally marks.
- D** * Construct pictographs and bar graphs.
- D** * Interpret and solve problems with tables, bar graphs, and pictographs.
- I** * Predict outcomes of events based on data gathered and displayed.
- M** * Explain whether an event is likely or unlikely.

KEY

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All the skills (“I” ... “D” ... “A” ... “M”) are addressed in classroom assessment

MATHEMATICS

Third Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers and compute and solve problems.

- A** * Count by 10's, 100's, or 1,000's from any point.
- A** * Skip count by 10's from any whole number less than 1,000.
- D** * Identify word names for numbers through 9,999.
- A** * Represent numbers to 9,999 using a variety of objects and pictures.
- A** * Identify any even and odd whole numbers.
- A** * Identify place value up to 5 digits.
- A** * Write whole numbers up to 4 digits in expanded form (e.g., 873 as $800 + 70 + 3$).
- A** * Connect the spoken or written word names and concrete or pictorial representations (regions or sets) of fractions with denominators up to ten.
- A** * Compare fractions with numerators of 1 denominators through 10.
- I** * Compare and order decimal amounts written as money.
- A** * Determine money value from a collection of coins and bills to \$5.
- A** * Make change for a dollar.
- A** * Order and sequence whole numbers up to 4 digits.
- A** * Compare whole numbers up to 4 digits using the appropriate symbol (i.e., $<$, $>$, $=$).
- I/D** * Relate skip counting to multiplication.
- I** * Connect division to sharing situations.
- I/D** * Demonstrate multiplication using repeated addition (e.g., arrays).
- A** * Write and identify number sentences that describe situations involving addition, subtraction, and multiplication.
- D** * Write and explain related addition and subtraction sentences.
- A** * Use a variety of thinking strategies to add and subtract whole numbers (e.g., sums of ten, doubles plus one).
- D** * Explain the reasonableness of a solution to a computation or to a word problem.
- I/D** * Relate adding doubles to multiplying by two.
- I** * Use known multiplication facts to determine a related product (e.g., 9×7 is 7 less than 10×7).
- A** * Multiply up to a 2-digit number by numbers by 0, 1, 2, 5, and 10 in computing and in one-step word problems.
- D** * Explain and justify solution strategies used in problem solving.
- D** * Select and use an appropriate strategy to solve word problems (e.g., organized list, guess and check, diagram, table).
- I/D** * Mentally calculate add or subtract up to 3-digit numbers.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A** * Use strategies, including rounding, to estimate in story problems.

ALGEBRA

The student will sort and classify objects; create, extend, and describe patterns; and represent number sentences with words, objects, and pictures.

- A** * Sort objects by two or more attributes.
- M** * Devise, carry out, and explain how a group of objects have been sorted.
- A** * Identify the rules by which objects or numbers have been sorted.
- A** * Recognize, describe, complete, translate, or create patterns of figures or numbers.
- D** * Describe a growing pattern, involving objects, shapes, or numbers.
- A** * Determine the output number for a particular input number given a one-operation rule involving addition, subtraction, or multiplication.
- D** * Demonstrate knowledge (with words or symbols) of the commutative properties of addition and multiplication.
- A** * Show or represent and solve open sentences, involving addition, subtraction, and multiplication, with concrete objects or pictures.
- D** * Demonstrate knowledge and understanding of grade level mathematical terms.
- I** * Demonstrate understanding that an equation is a number sentence stating two quantities are equal.
- D** * Use the commutative property of addition and multiplication.
- D** * Show that subtraction is not commutative.
- M** * Apply the addition and subtraction properties of 0 (adding or subtracting 0 doesn't change a number).
- I** * Apply the zero and identity properties of multiplication (adding 0 or multiplying by 1 doesn't change a number).
- I/D** * Use arrays to represent the commutative property of multiplication.
- D** * Describe qualitative change (e.g., a student growing taller).
- D** * Describe quantitative change (e.g., a student growing two inches in one year).

GEOMETRY

The student will identify, describe, and create basic shapes and describe relative positions and directions.

- A** * Identify, build, draw, and compare two- and three-dimensional geometric figures (e.g. rectangle, square, triangle, circle, cube, cylinder, sphere, cone).
- A** * Recognize geometric figures that are the same size and shape.
- A** * Identify and draw lines of symmetry in two-dimensional designs and shape.
- I** * Identify and draw horizontal and vertical lines.
- I** * Identify and draw diagonals of polygons.
- A** * Identify the position of $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$ on the number line.
- A** * Identify a location on a grid using whole number coordinates.
- A** * Predict and identify the results of sliding, flipping, or turning two-dimensional shapes.

KEY

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MEASUREMENT

The student will apply measurement concepts of time, length, weight, capacity, and temperature.

- D** * Determine when an estimate of a measurement is sufficient.
- D** * Demonstrate understanding of the concepts of perimeter, area, and capacity.
- A** * Solve real-world problems using a calendar.
- A** * Use strategies to estimate or determine length, perimeter, area, capacity, weight, time, and temperature.
- D** * Explain the relationships among inches, feet, and yards.
- A** * Measure to the nearest centimeter, foot, half-inch, and inch.
- D** * Measure to the nearest liter, cup, pint, quart, and gallon.
- D** * Measure to the nearest ounce, pound, kilogram, and gram.
- A** * Find the perimeter of polygons.
- A** * Select and apply the most appropriate units of length, area, capacity, weight, time, and temperature.
- A** * Solve real-world problems involving measurement and elapsed time to the half-hour.
- A** * Read temperature to the nearest degree on a weather thermometer with Fahrenheit or Celsius scales.
- A** * Indicate time up to the nearest five-minute interval.

DATA ANALYSIS AND PROBABILITY

The student will make simple graphs using concrete objects and pictures and describe events as likely or unlikely.

- I** * Write questions and gather data to answer questions.
- A** * Interpret, and construct tables using tally marks.
- D** * Construct a pictograph or bar graphs.
- A** * Read and interpret tables, bar graphs, and pictographs.
- A** * Make and justify predictions based on data gathered and displayed.
- A** * Identify all possible outcomes of a simple experiment (e.g., spinner, coin toss, number cubes).
- A** * Explain whether an event is certain, possible, or impossible.
- A** * Explain whether an event is likely or unlikely.

KEY

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MATHEMATICS

Fourth Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers; and estimate, compute, and solve problems.

- A** * Read and write numbers through 999, 999 and including 2-place decimals.
- A** * Recognize and indicate the place value of a given digit from hundredths up to hundred-thousands.
- A** * Compare and order whole numbers using the appropriate symbols (i.e., $>$, $<$, $=$).
- A** * Identify and show fractions as parts of unit wholes, as part of a set, as locations on number lines, and as divisions of whole numbers.
- A** * Recognize and generate equivalent forms of whole numbers and commonly used fractions and decimals.
- D** * Use concrete or pictorial representations to compare and order commonly used fractions.
- D** * Use concrete and pictorial representations to compare decimals.
- A** * Use various models and equivalent forms to represent, order, and compare whole numbers and commonly used fractions and mixed numbers (e.g., number lines, base ten blocks, expanded notation, Venn diagrams, hundreds boards).
- D** * Demonstrate knowledge and understanding of grade level mathematical terms.
- D** * Explain the relationship between addition and subtraction.
- I** * Explain the relationship between multiplication and division.
- I** * Explain how addition, subtraction, multiplication, and division affect the size and order of numbers.
- A** * Estimate the results of whole-number computations.
- A** * Use estimation to decide if the answer to a computation or a word problem is reasonable.
- A** * Add and subtract fractions with like denominators.
- A** * Multiply and divide efficiently and accurately with 1-digit whole numbers.
- A/I** * Add, subtract, and multiply decimals (includes monetary units).
- I** * Select appropriate methods and tools for computing with whole numbers (e.g., mental computation, estimation, calculators, paper and pencil, guess and check).
- A** * Solve one-step word problems involving addition, subtraction, and multiplication.
- I** * Identify missing information and/or too much information in word problems.
- I** * Apply logical reasoning to solve real-world problems.
- D** * Select the appropriate computational and operational method to solve word problems.
- A/I** * Solve story problems using whole numbers, fractions, and decimals (includes money).

ALGEBRA

The student will analyze and use symbols to generalize patterns, use properties of operations, and analyze change in various situations.

KEY

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All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A** * Generalize and extend or complete patterns involving geometric figures or numbers.
- D** * Represent and analyze patterns and relationships using words, tables, and graphs.
- A** * Determine or apply a function rule involving data in a function table.
- A** * Solve and connect to real-world problems open sentences that involve addition, subtraction, multiplication, and division.
- I** * Represent the idea of a variable as an unknown quantity by using a letter or a symbol.
- D** * Demonstrate understanding that an equation is a number sentence stating that two quantities are equal.
- D** * Use the commutative, associative, zero, and identity properties for addition and multiplication.
- I** * Investigate how a change in one variable relates to a change in a second variable.

GEOMETRY

The student will analyze and describe characteristics and properties of 2- and 3-dimensional shapes, locate and specify points on a grid, and use geometric concepts (e.g., symmetry and transformations) and reasoning to solve problems.

- A** * Identify, compare, and analyze attributes of two- and three-dimensional shapes.
- A** * Develop and use mathematical language to describe characteristics and properties of geometric figures.
- A** * Identify and draw points, lines, line segments, rays, and angles.
- I** * Describe the relationships between lines and the characteristics of angles (e.g., parallel, perpendicular, intersecting, right, acute, obtuse).
- D** * Compare properties of two- and three-dimensional geometric figures.
- D** * Investigate and describe the results of subdividing and combining two-dimensional geometric figures.
- D** * Recognize congruent geometric figures.
- A** * Identify and draw lines of symmetry for two-dimensional geometric figures.
- A** * Locate and specify points on a grid using whole number coordinates.
- A** * Identify, predict, and describe the results of transformations of two-dimensional geometric figures (i.e., slides, flips, turns).
- I** * Describe a motion that will show that two shapes are congruent.
- D** * Construct and draw two- and three-dimensional geometric figures.
- D** * Create and describe mental images of objects, patterns, and paths.
- I** * Use geometric models to solve real-world problems.

MEASUREMENT

The student will estimate and determine time, length, perimeter, area, weight, capacity, and temperature and solve real-world problems involving measurement.

- A** * Demonstrate understanding of the concepts of length, perimeter, area, weight, capacity, volume, time, and angle measure.
- A** * Estimate using standard units of measure.
- I** * Demonstrate understanding that measurements are approximations.
- D** * Demonstrate understanding of the relationships among units of length.

KEY

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- A** * Explore perimeter and area using a variety of models (e.g., geo-boards, graph paper).
- D** * Select and use tools to measure weight and volume in customary or metric units.
- A** * Measure length to the nearest $\frac{1}{4}$ inch or nearest centimeter.
- A** * Indicate time to the nearest minute on a standard clock.
- A** * Indicate temperature to the nearest degree on a Fahrenheit and Celsius thermometer.
- D** * Develop strategies for estimating the perimeters and areas (such as counting square units) of geometric figures.
- A** * Solve real-world problems involving measurement and elapsed time to the quarter-hour.

DATA ANALYSIS AND PROBABILITY

The student will collect, organize, analyze, interpret, and display data in tables and graphs and determine the probabilities of outcomes in simple experiments.

- I** * Collect data using observations, surveys, and experiments.
- I** * Understand how data-collection methods could affect the results.
- A** * Construct tables, pictographs, line graphs, and bar graphs.
- A** * Interpret simple charts, tables, pictographs, line graphs, and bar graphs.
- I** * Evaluate how well various representations show the collected data.
- A** * Explore and determine measures of central tendency (i.e., mean, median, mode).
- A** * Make predictions from data.
- I** * Design investigations to try to answer a question.
- M** * Describe the likelihood or chance of events as certain, possible, or impossible.
- M** * Explain whether an event is likely or unlikely.
- A** * Predict the probability of outcomes of simple experiments (spinner, coin toss, number or color cube).

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

MATHEMATICS

Fifth Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers; and estimate, compute, and solve problems.

- A** * Read and write numbers through 9, 999, 999 and including 3-place decimals.
- A** * Identify the place value of a given digit from thousandths to millions.
- A** * Order and compare ($<$, $>$, or $=$) whole numbers, fractions, mixed numbers, and decimals using models (e.g., number lines, base ten blocks, Venn diagrams, hundreds boards).
- D** * Demonstrate knowledge and understanding of grade level mathematical terms.
- A** * Represent proper fractions, improper fractions, and mixed numbers using concrete objects, pictures, and the number line.
- A** * Identify and change improper fractions to mixed numbers and vice versa.
- A** * Find equivalent forms of commonly used fractions, decimals, and percents (e.g., $1/10$, $1/4$, $1/2$, $3/4$).
- A** * Recognize relationships among commonly used fractions and decimals.
- M** * Use commutative, associative, and identity properties.
- D** * Explain and demonstrate the inverse nature of addition and subtraction.
- D** * Explain and demonstrate the inverse nature of multiplication and division.
- D** * Explain how addition, subtraction, multiplication, and division affect the size and order of numbers.
- D** * Select appropriate methods and tools for computations (e.g., mental computation, estimation, calculators, paper and pencil).
- I** * Explain why one form of a number might be more useful for computation than another form.
- A** * Use estimation to determine a reasonable solution to a whole number computation.
- A** * Add, subtract, multiply, and divide whole numbers, fractions and decimals.
- A** * Add and subtract commonly used fractions with like and unlike denominators, using equivalent forms, benchmarks, or models.
- D** * Identify missing information and/or too much information in real-world problems.
- A** * Solve multi-step real-world word problems using whole numbers.
- A** * Solve real-world word problems using decimals (including money), fractions, and percents.

ALGEBRA

The student will analyze and use symbols to generalize patterns with, use properties of operations, and analyze change in various situations.

- A** * Generalize and extend or complete patterns involving geometric figures or numbers.
- A** * Represent and analyze patterns and functions using words, tables, and graphs.
- A** * Determine or apply a function rule involving data in a function table.
- M** * Demonstrate understanding that an equation is a number sentence stating two quantities are equal.

KEY

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NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A** * Solve open sentences using informal methods and knowledge of operations, and connect open sentences to real-world problems.
- D** * Represent the idea of a variable as an unknown quantity using a letter or a symbol.
- A** * Select an equation that represents a given mathematical relationships.
- M** * Apply commutative, associative, zero, distributive, and identity properties.
- M** * Show that division is not commutative.
- A** * Investigate how a change in one variable relates to a change in a second variable.
- A** * Use methods to compare and describe situations involving constant and/or varying rates of change and to solve real-world problems (e.g., extending rate charts).

GEOMETRY

The student will analyze and describe characteristics and properties of 2- and 3-dimensional shapes, locate and specify points on a grid, and use geometric concepts (e.g., symmetry and transformations) and reasoning to solve problems.

- A** * Identify, compare, and analyze attributes of two- and three-dimensional figures.
- D** * Use the attributes of geometric figures to develop definitions of the figures.
- A** * Identify and draw points, lines, line segments, rays, and angles.
- A** * Draw circles and label diameter, circumference, radius, and center.
- D** * Use properties to classify geometric figures.
- D** * Investigate and describe the results of subdividing and combining geometric figures.
- D** * Recognize, name, compare and contrast congruent and symmetrical geometric figures.
- D** * Describe the relationships between lines and the characteristics of angles (e.g., parallel, perpendicular, intersecting, right, acute, obtuse, straight).
- I** * Make and test hypothesis about geometric properties.
- I** * Explore similarity and how the sides and angles of similar triangles are related.
- D** * Describe location and movement using appropriate mathematical language.
- A** * Locate and specify points in Quadrant I of a coordinate system.
- A** * Identify, predict, and describe the results of transformations of two-dimensional figures (i.e., slides, flips, turns).
- A/I** * Describe and identify line and rotational symmetry in two-dimensional figures.
- D** * Describe a motion or a series of motions that will show that two shapes are congruent.
- D** * Construct and draw two- and three-dimensional geometric figures.
- D** * Create and describe mental images of objects, patterns, and paths.
- A** * Recognize and build a 3-dimensional object from a 2-dimensional representation (net) of that object (e.g., cube, rectangular prism, pyramid, cone, cylinder).
- I** * Use visualization and spatial reasoning (e.g., geometric models) to solve problems.

MEASUREMENT

The student will determine time, length, perimeter, area, weight, capacity, and temperature and solve real-world problems involving measurement.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

NOTE: "A" Indicates the state curriculum (CRT) assessment only.

All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment

- A** * Demonstrate understanding of the concepts of length, perimeter, circumference, area, weight, capacity, volume, elapsed time, and angle measure.
- D** * Demonstrate understanding that measurements are approximations.
- I** * Understand how differences in units affect precision of measurements.
- A** * Demonstrate understanding of the relationships among the units within both customary and metric systems of measurement.
- A** * Explore what happens to measurements of a two-dimensional shape when the shape is changed in some way (e.g., perimeter, area).
- A** * Use and explain appropriate estimation strategies using standard units of measure (e. g., area, perimeter, length, volume).
- A** * Select and use appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles.
- D** * Select and use appropriate tools for measuring in real-world situations.
- A** * Solve real-world problems involving addition and subtraction of measurements, area and perimeter of rectangles and triangles, and elapsed time.
- M** * Identify temperatures on a thermometer using Fahrenheit and Celsius scales.
- A** * Determine the area of parallelograms and triangles using a formula.
- D** * Explain and demonstrate how scale in maps and drawings shows relative size and distance.
- I** * Develop informal strategies to determine the surface area and volume of rectangular solids.

DATA ANALYSIS AND PROBABILITY

The student will collect, organize, analyze, interpret, and display data in tables and graphs and determine the probabilities of outcomes in simple experiments.

- D** * Collect data using observations, surveys, and experiments.
- D** * Understand how data-collection methods could affect the results.
- A** * Construct pictographs, bar graphs, tables, circle graphs, and line graphs.
- A** * Read and interpret pictographs, bar graphs, tables, circle graphs, and line graphs.
- A** * Use measures of central tendency (i.e., mean, median, mode).
- I** * Determine mean, median, and mode of data represented visually.
- I** * Find the range of a data set.
- A** * Make predictions and justify conclusions based on data.
- D** * Design investigations to address a question.
- I** * Examine various graphical representations of data to evaluate how accurately the data is depicted.
- I** * Explain the importance of sample size in investigations.
- A** * Describe the likelihood or chance of events as likely, unlikely, certain, equally likely, or impossible.
- A** * Use a sample space to predict the probability of an event.
- A** * Determine the likelihood or probability of an event's occurring as a number from 0-1.

KEY

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MATHEMATICS

Sixth Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers; and estimate, compute, and solve problems.

- A** * Recognize the place value of a given digit.
- A** * Read, write, and represent whole numbers and decimals in expanded notation.
- A** * Find equivalent forms of fractions, decimals, and percents.
- A** * Compare and order fractions, decimals, percents, and integers using the appropriate symbol (i.e., $<$, $>$, $=$).
- A** * Recognize and locate whole numbers, fractions, decimals, percents, and integers on the number line.
- A** * Demonstrate understanding of percents greater than 100 and less than one.
- A** * Demonstrate understanding of ratios using real-world models and/or situations.
- D** * Identify a ratio using three forms: 3 to 5; $3/5$; 3:5.
- A** * Determine if two ratios form a proportion, and find the missing number in a proportion.
- A** * Identify prime and composite numbers.
- I** * Develop meaning for integers using real-world examples.
- I** * Represent integers with concrete objects, pictures, and symbols.
- D** * Develop meaning for number theory concepts (i.e., divisibility, factors, multiples).
- D** * Explain how arithmetic operations on fractions and decimals affect the results.
- D** * Use the associative and commutative properties of addition and multiplication to simplify computations with integers, fractions, and decimals.
- D/I** * Use the distributive property to simplify computations with integers, fractions, and decimals.
- A** * Apply order of operations when computing with whole numbers and decimals.
- D** * Use the inverse relationships of addition and subtraction and multiplication and division to simplify computations and solve problems.
- A** * Compute with whole numbers, fractions, decimals, and percents in problem-solving situations (e.g., mental computation, estimation, calculators, computers, paper and pencil).
- D** * Analyze procedures for computing with fractions, decimals, and integers.
- A** * Solve one-step real-world problems involving any combinations of operations on whole numbers, decimals, or fractions.
- A** * Estimate the answers to computations involving whole numbers, fractions, and decimals in real-world problems.
- A** * Determine if the estimations and answers to computations with rational number are reasonable.
- I** * Recognize when an estimate is more appropriate than an exact answer in a variety of problem situations.

KEY

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ALGEBRA

The student will analyze and use symbols to generalize patterns with, use properties of operations, and analyze change in various situations.

- A * Represent, analyze, and extend geometric and numerical patterns.
- A * Generalize patterns in data tables or graphs.
- A * Apply function rules to complete tables.
- D * Develop an initial conceptual understanding of different uses of variables.
- A * Write or identify expressions or equations to represent statements or mathematical relationships.
- A * Evaluate algebraic expressions for a given value of the variable.
- A * Find missing addends or factors represented as variables in simple equations.
- I * Model algebraic expressions using manipulatives, technology, and pencil and paper.
- I * Make a graph to represent a simple real-world problem or situation.
- A * Describe how changes in one quantity or variable result in changes in another (e.g., extend rate charts to solve real-world word problems).

GEOMETRY

The student will analyze and describe characteristics and properties of 2- and 3-dimensional shapes, locate and specify points on a grid, and use geometric concepts (e.g., symmetry and transformations) and reasoning to solve problems.

- A * Describe, classify, and understand relationships among types of two-dimensional figures.
- A * Compare and classify angles as acute, obtuse, right, and straight.
- A * Identify and use appropriate mathematical language to describe characteristics of lines (e.g., parallel, perpendicular, intersecting).
- A * Compare and classify or name quadrilaterals using their defining properties.
- A * Describe similarity and congruence.
- A * Plot a given set of points in Quadrant I of a coordinate system, use ordered pairs to describe or specify points, and find the distance between 2 points on the x- or y-axis.
- A * Identify, predict, and describe the results of transformations of two-dimensional figures (e.g., slides, flips, turns).
- D * Describe line and rotational symmetry in two-dimensional figures.
- D * Describe a motion or a series of motions that will show that two shapes are congruent.
- D * Draw two- and three-dimensional geometric figures with specified properties, (e.g., side lengths, angle measure).
- A * Identify and build a three-dimensional object from a two-dimensional representation (net) of that object and vice versa (e.g., cube, rectangular prism, pyramid, cone, or cylinder).
- D * Use visualization and spatial reasoning (e.g., geometric models) to solve real-world problems.

MEASUREMENT

The student will determine time, length, perimeter, area, weight, capacity, and temperature and solve real-world problems involving measurement.

KEY

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- A** * Demonstrate understanding of both metric and customary systems of measurement.
- A** * Identify relationships among units and convert from one unit to another within the same system (metric, customary).
- I** * Identify and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume.
- D** * Estimate measurements involving length, perimeter, circumference, area, and volume.
- A** * Complete investigations to develop formulas to determine the circumference of circles.
- D** * Determine the area of triangles and parallelograms using a formula.
- A** * Use a variety of manipulatives to develop formulas to determine the area of trapezoids and circles.
- A** * Explore surface area and volume of selected prisms and cylinders using models and manipulatives.
- D** * Solve problems involving measurements involving ratio and proportion, elapsed time, perimeter, and area of rectangles.
- A** * Use ratios to and scales to read maps and scale drawings.
- A** * Recognize the need for measurement precision.

DATA ANALYSIS AND PROBABILITY

The student will collect, organize, analyze, interpret, and display data in tables and graphs and determine the probabilities of outcomes in simple experiments.

- D** * Formulate questions, design studies, and collect real-world data.
- D** * Understand how data-collection methods affect the nature of the data set.
- D** * Examine various representations of data to evaluate how accurately the data is depicted.
- A** * Construct, interpret, and use single-bar and single-line graphs to answer questions and solve real-world problems.
- A** * Determine, use, and interpret measures of center and spread (e.g., mean, median, mode, interquartile range).
- A** * Connect data sets and their graphical representations.
- I** * Make conjectures and predictions based on data (e.g., in a chart, table, or graph).
- I** * Explain the importance of sample size in investigations.
- D** * Conduct a survey using random sampling.
- A** * Determine whether or not a sample is biased.
- I** * Make conjectures to formulate new questions for future studies.
- I** * Model situations by devising and carrying out experiments and simulations.
- A** * Make and test conjectures about the results of experiments and simulations.
- A** * Determine all possible outcomes of a simple experiment using a tree diagram or organized list and represent the likelihood of an outcome using a number from 0-1.

KEY

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MATHEMATICS

Seventh Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers; and estimate, compute, and solve problems.

- M** * Identify the place value of a given digit.
- I** * Develop meaning for perfect squares (e.g., 1, 4, 9, 16).
- I** * Develop meaning for square roots.
- I** * Use exponential notation.
- I** * Use a variety of models to demonstrate the relationships within the real number system (e.g., Venn diagrams, webs).
- A** * Represent equivalent numbers using a variety of forms (i.e., whole numbers, fraction, decimals, percents).
- A** * Order and compare fractions, decimals, percents, and integers using the appropriate symbol (e.g., $<$, $>$, $=$).
- A** * Connect whole numbers, fractions, decimals, percents, and integers to locations on a number line.
- A** * Develop meaning for percents greater than 100 and less than one with examples.
- A** * Understand and use ratios and proportions to represent quantitative relationships.
- A** * Identify opposites and reciprocals of rational numbers.
- A** * Use concrete, pictorial, and symbolic representations for integers, including locations on a number line.
- A** * Apply number theory concepts to solve problems (e.g., divisibility, factors, multiples, composite numbers, prime numbers, prime factorization, relatively prime).
- D** * Understand the meaning and effects of arithmetic operations with fractions and decimals.
- D** * Use models to demonstrate meaning and effects of arithmetic operations with integers.
- M** * Apply the associative and commutative properties of addition and multiplication to simplify computations with integers, fractions, and decimals.
- A** * Apply order of operations when computing with whole numbers, decimals, and fractions.
- M** * Understand and use the inverse relationships of addition and subtraction and multiplication and division to simplify computations and solve problems.
- A** * Select and use appropriate methods and tools for computing with whole numbers, fractions, decimals, percents, and integers in problem solving situations (e.g., mental computation, estimation, calculators, number line, computers, paper and pencil).
- D** * Analyze procedures for computing with fractions, decimals, and integers.
- A** * Estimate the results of rational number computations in real-world situations.
- A** * Determine if the results of rational number estimates and computations are reasonable.
- A** * Solve one- and two-step real-world problems involving whole numbers, fraction, decimals, and percents.
- D** * Develop methods for solving problems involving proportions (e.g., scaling, finding equivalent ratios).

KEY

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ALGEBRA

The student will analyze and use symbols to generalize patterns with, use properties of operations, and analyze change in various situations.

- A** * Represent, analyze, and extend geometric and numerical patterns.
- I** * Develop understanding for arithmetic sequences.
- A** * Use tables, graphs, and symbolic rules to generalize patterns in data, including extending rate charts to solve real-world problems.
- A** * Apply and create function rules.
- D** * Demonstrate understanding of different uses of variables.
- A** * Represent mathematical statements and real-world situations using symbols.
- I** * Translate one-variable verbal and written expressions into algebraic expressions.
- A** * Evaluate algebraic expressions given the value of two or more variables.
- A** * Connect formal and informal methods to solve one-step linear equations.
- A** * Identify whole numbers that satisfy a given one-variable inequality.
- I** * Model algebraic equations with manipulatives, technology, and pencil and paper.
- A** * Solve real-world problems involving one-step linear equations.
- I** * Explore relationships between symbolic expressions and graphs of lines.
- A** * Create a scatterplot to represent data presented in tabular form.
- A** * Describe the relationship between two quantities represented in a scatterplot.
- A** * Describe how changes in one quantity or variable result in changes in another, including interpreting graphs which represent rates of change.
- A** * Use unit rates to solve problems (e.g., miles per hour, words per minutes).

Geometry

The student will analyze and describe characteristics and properties of 2- and 3-dimensional shapes, locate and specify points on a grid, and use geometric concepts (e.g., symmetry and transformations) and reasoning to solve problems.

- A** * Determine congruence of line segments, angles, and polygons by direct comparison of given attributes.
- A** * Compare and classify triangles by angle size and length of sides.
- A** * Compare and classify polygons by properties.
- A** * Use appropriate mathematical language to describe similarity and congruence.
- A** * Locate and specify points on the coordinate plane.
- A** * Relate symmetry and congruence to reflections (flips) about a line or to other transformations.
- M** * Use appropriate tools and methods to draw geometric objects with specified properties, (e.g., side lengths, angle measure).
- M** * Identify and build a three-dimensional object from a two-dimensional representation (net) of that object and vice versa.
- A** * Use visualization and spatial reasoning to solve real-world problems.

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MEASUREMENT

The student will determine time, length, perimeter, area, weight, capacity, and temperature and solve real-world problems involving measurement.

- M** * Understand both metric and customary systems of measurement.
- A** * Convert from one unit to another within the same system.
- A** * Understand, select, and use units of appropriate size and type to measure angles, perimeter, areas, surface area, and volume.
- A** * Use a variety of strategies to estimate length (including distance between 2 points on the x- or y-axis, perimeter, circumference, area, and volume).
- A** * Select and apply techniques and tools to accurately measure length, perimeter, area, volume, and angles to appropriate levels of precision.
- A** * Use formulas to determine the circumference of circles and the area of triangles, parallelograms, trapezoids, and circles.
- A** * Estimate or find area of irregular and complex shapes.
- I** * Develop strategies to determine the surface area and volume of selected prisms and cylinders.
- A** * Construct tables and graphs to represent rates of change.

DATA ANALYSIS AND PROBABILITY

The student will collect, organize, analyze, interpret, and display data in tables and graphs and determine the probabilities of outcomes in simple experiments.

- M** *Formulate questions, design studies, and collect real-world data.
- A** * Construct, interpret, and use multiple-bar graphs, multiple-line graphs, and circle graphs displaying real-world data.
- A** * Find, use, and interpret measures of center and spread (e.g., mean, interquartile range).
- A** * Recognize misleading representations of data.
- A** * Match data sets and their graphical representations (e.g., bar graphs, line graphs, circle graphs, histograms, stem-and-leaf plots, box plots, and scatterplots).
- A** * Use proportional reasoning to make conjectures and predictions based on data from experiments or simulations.
- D** * Make conjectures to formulate new questions for future studies.
- A** * Determine the probability for an outcome in an experiment.
- A** * Construct a tree diagram or make an organized list to determine all possible outcomes of a simple compound event.

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MATHEMATICS

Eighth Grade

NUMBER AND OPERATIONS

The student will identify, represent, order, and compare numbers; and estimate, compute, and solve problems.

- M** * Recognize the place value of a given digit.
- I** * Use exponents to express a monomial written in expanded form.
- A** * Determine the square root of perfect squares.
- D** * Use a variety of models to demonstrate the relationships within the real number system (e.g., Venn diagrams, webs).
- A** * Work flexibly with fractions, decimals, and percents in word problems.
- A** * Compare and order fractions, decimals, and percents.
- A** * Locate and specify whole numbers, fractions, decimals, percents and integers on the number line.
- D** * Develop meaning for percents greater than 100 and less than one and identify examples.
- M** * Use appropriate mathematical language and symbols to express numerical relationships (e.g., $<$, $>$, $=$).
- A** * Understand and use ratios and proportions to represent quantitative relationships.
- A** * Recognize and use exponential, scientific, and calculator notation to write large numbers in real-world situations.
- A** * Identify the opposites and reciprocal for an integer.
- A** * Identify the opposite of a rational number.
- M** * Use concrete, pictorial, and symbolic representations of integers.
- D** * Apply number theory concepts to solve problems (e.g., divisibility, factors, multiples, composite numbers, prime numbers, prime factorization, relatively prime).
- D** * Understand the meaning and effects of arithmetic operations with fractions, decimals, and integers.
- M** * Use the associative and commutative properties of addition and multiplication to simplify computations with integers, fractions, and decimals.
- A** * Use the distributive property to simplify computations with integers, fractions, and decimals.
- A** * Apply order of operations in computing with rational numbers.
- D** * Understand and use the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.
- A** * Select and use appropriate methods and tools for computing with whole numbers, fractions, decimals, percents, and integers in problem-solving situations (e.g., mental computation, estimation, calculators, computers, paper and pencil).
- M** * Develop and analyze procedures for computing with fractions, decimals, and integers.
- A** * Estimate the results of rational number computations in real-world situations.
- A** * Judge the reasonableness of the results of rational number estimates and computations.
- M** * Solve one-step real-world problems involving whole numbers, fractions, decimals, and percents.
- I** * Raise rational numbers to whole number powers.

KEY

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- D** * Solve multi-step real-world problems involving whole numbers, fractions, decimals, and percents.
- A** * Develop, analyze, explain, and use methods for solving problems involving proportions (e.g., scaling, finding equivalent ratios).
- A** * Calculate rates involving cost per unit to determine the best buy.

ALGEBRA

The student will analyze and use symbols to generalize patterns with, use properties of operations, and analyze change in various situations.

- A** * Represent, analyze, and generalize a variety of patterns with tables, graphs, words, and when possible symbolic rules.
- D** * Develop understanding for arithmetic and geometric sequences.
- A** * Relate and compare different forms of representation for a relationship.
- D** * Identify functions as linear or nonlinear.
- I** * Compare and contrast properties of functions from tables, graphs, or equations.
- A** * Formulate multi-step equations that represent relationships and real-world situations.
- I** * Develop meaning for intercept and slope.
- A** * Use symbolic algebra to represent situations and solve problems.
- I** * Use a variety of forms, to represent linear relationships.
- A** * Recognize and generate equivalent forms for simple algebraic expressions.
- A** * Evaluate a first-degree algebraic expression given values for two or more variables.
- A** * Solve one- and two-step linear equations involving integers.
- A** * Use a variety of methods to solve real-world problems involving multi-step linear equations (e.g., manipulatives, technology, pencil and paper).
- A** * Apply given formulas to solve real-world problems.
- A** * Solve one-step linear inequalities.
- A** * Identify the graph of a linear equation and vice versa.
- I** * Identify the graphical representation of the solution to a one-variable linear inequality.
- I** * Develop understanding for particular values of patterns, relationships, and functions (e.g., x- and y-intercepts, slope, maximum and minimum values).
- D** * Use a variety of representations to solve real-world problems (e.g., graphs, tables, equations).
- I** * Compare linear relationships to non-linear relationships.
- A** * Interpret graphs that represent rates of change in real-world situations.

GEOMETRY

The student will analyze and describe characteristics and properties of 2- and 3-dimensional shapes, locate and specify points on a grid, and use geometric concepts (e.g., symmetry and transformations) and reasoning to solve problems.

- A** * Describe, classify, and understand relationships among types of two- and three-dimensional objects using their defining properties.

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- A** * Identify and understand relationships among the angles (e.g., complementary, supplementary, interior, exterior, vertical, corresponding).
- A** * Solve problems using angle relationships (e.g., complementary, supplementary, interior, exterior, vertical, corresponding).
- A** * Determine the measure of an angle of a triangle given the measures of the other two angles.
- A** * Identify similar figures and apply relationships between the angles and side lengths of similar geometric figures, including triangles.
- D** * Determine congruence of line segments, angles, and polygons by direct comparison of given attributes.
- A** * Demonstrate understanding of the Pythagorean theorem and use it to solve real-world problems.
- A** * Graph points in the coordinate system.
- D** * Describe sizes, positions, and orientations of shapes under transformations (e.g., rotations translations, reflections, dilations).
- D** * Relate symmetry and congruence to reflections about a line.
- D** * Use appropriate tools and methods to draw geometric objects with specified properties, (e.g., side lengths, angle measure).
- D** * Use two-dimensional representations of three-dimensional objects to visualize.
- A** * Use visualization and spatial reasoning to solve real-world problems.
- A** * Recognize and apply geometric ideas and relationships such as tessellations in areas outside the mathematics classroom (e.g., art, science, everyday life).

MEASUREMENT

The student will determine time, length, perimeter, area, weight, capacity, and temperature and solve real-world problems involving measurement.

- M** * Understand both metric and customary systems of measurement.
- A** * Understand relationships among units and convert from one unit to another within the same system.
- A** * Understand, select, and use units of appropriate size and type to measure angles, perimeter, areas, surface area, and volume.
- A** * Use a variety of strategies to estimate length, perimeter, circumference, area, and volume.
- A** * Select and apply techniques and tools to accurately measure length, perimeter, area, volume, and angles to appropriate levels of precision.
- A** * Apply formulas and/or other strategies to solve problems involving perimeter, circumference of circles, and the area of triangles, parallelograms, trapezoids, and circles.
- A** * Find area of complex and irregular shapes.
- I** * Apply given formulas to find volume of selected prisms and cylinders.
- D** * Compare and contrast the volumes of a variety of geometric solids.
- A** * Solve problems involving rate/time/distance (i.e., $d = rt$).
- A** * Solve problems involving scale factors using ratio and proportion.
- A** * Solve real-world problems using the Pythagorean Theorem.
- A** * Construct tables and graphs to represent rates of change.
- D** * Find measures using proportional relationships and properties of similar figures.

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- D** * Determine the measures of angles by applying angle relationships (e.g., complementary, supplementary, interior, exterior, vertical corresponding).

DATA ANALYSIS AND PROBABILITY

The student will collect, organize, analyze, interpret, and display data in tables and graphs and determine the probabilities of outcomes in simple experiments.

- D** * Formulate questions, design studies, and collect real-world data for investigations using a variety of collection methods (e.g., random sampling, simulations).
- A** * Select, create, interpret, and use appropriate graphical representations of real-world data (e.g., histograms, box plots, scatterplots).
- A** * Determine and interpret measures of center and spread (e.g., mean, median, interquartile range).
- I** * Develop meaning for frequency, distribution, and outliers.
- A** * Discuss and understand the relationship between data sets and their graphical representations (e.g., bar graphs, line graphs, circle graphs, histograms, stem-and-leaf plots, box plots, scatterplots).
- A** * Make conjectures and predictions based on data.
- A** * Recognize misleading presentations of data.
- I** * Develop meaning for lines of best fit.
- A** * Determine an appropriate sample and sample size to test a hypothesis.
- I** * Make conjectures to formulate new questions for future studies.
- I** * Develop meaning of mutually exclusive events.
- A** * Connect the symbolic representation of a probability to an experiment.
- D** * Use a variety of methods to compute probabilities for compound events (e.g., multiplication, organized lists, tree diagrams, area models).
- I** * Distinguish between theoretical and experimental probability.
- D** * Find the probability of dependent and independent events.

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